

THE DEVELOPMENT OF CRITERIA FOR
THE EDUCATIONAL EVALUATION OF
ADVERTISING MATERIAL USED BY
HOME ECONOMICS WORKERS

BY
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PART I

THE DEVELOPMENT OF CRITERIA FOR THE EDUCATIONAL EVALU- ATION OF ADVERTISING MA- TERIAL USED BY HOME ECONOMICS WORKERS

CHAPTER I

INTRODUCTION

One of the problems facing the home economics worker today is the wealth of advertising material with which she is confronted in her work. Nor is this problem confined to this field of education only, as is evidenced by the fact that a committee for studying advertising and propaganda in the schools was appointed at the meeting of the Superintendents' Section of the National Education Association held in Cleveland, Ohio, in February, 1929.

This problem is perhaps the result of several conditions or causes, one of which is the changed objectives and content of home economics courses. Just as the modern home is very different from the early American home, so modern home economics, although a comparatively new subject in the field of education, is very different in its aims and content from early home economics. It has traveled far from the stage of emphasis on mere cooking and sewing.

With the change in point of view and emphasis, there has arisen a feeling of vital need on the part of the home economics teacher for keeping the school in touch with real life. One of the helps which appeared and assisted her in this big problem was advertising material of an educational character, such as charts, exhibits, and booklets.

Another cause is the development of this phase of advertising in the last five years. Business firms have recognized the value of reaching future home-makers through the schools, and we find many highly trained and ingenious men and women busy in the preparation of such materials. Much of the material has

had definite educative value, but some has been of no value or has been even worse than useless from an educational standpoint. Sometimes the motive of the advertisers preparing such material has not been prompted by high ethical ideals.

While the chief aim back of all forms of advertising may be to influence the mind of the buyer, nevertheless since schools exist primarily for the education of children and not in the slightest degree for the purpose of selling commodities or services of particular concerns, many educators feel that children should be protected from firms who are not alive to this ideal and to the fact that the American school is not the agency for promoting the economic or other special interests of any particular race, class, creed, or economic group. "The school authorities are constantly besieged with schemes for collections, for prize essay contests, and with requests from celebrities, local or imported, to address the students on all possible subjects; but the most obnoxious demand is the pressure brought to bear by enthusiasts of many varieties for the observances of 'Days' and 'Weeks'."¹ Since in some cases material has been prepared solely for propaganda purposes, the question arises: Should all advertising material, no matter what type, be excluded from the use of home economics teachers?

To answer this question and if possible to offer constructive help to the teacher in the field in evaluating such material, as well as to offer aid in raising the standards of material prepared by business concerns for use in schools, the following problems were decided upon for study:

Major problems:

1. What advertising materials are being used, how extensively are they used, and how valuable are they in terms of teacher judgment?
2. What criteria may be set up by means of which the educational value of advertising materials may be determined?

Minor problems:

1. What are the laws, regulations, and rulings which determine limitations upon the use of advertising material in schools?
2. What are the ethical, practical, and pedagogical questions involved in the use of advertising material in schools?
3. What are the types of advertising material of most value to home economics workers?

¹ Doherty, Agnes E., "Days and Weeks," *Second Yearbook*, National Education Association, Department of Superintendence, vol. II, p. 176, 1924.

To solve these problems the following means have been used: a questionnaire was sent to elementary, junior high, senior high, normal school, and college home economics teachers, city supervisors, home demonstration leaders and agents, and all state supervisors; letters relative to laws and rulings in their state were sent to all state superintendents of instruction; and the results of recent research and writings pertinent to educational advertising material were studied.

CHAPTER II

THE CONSTRUCTION OF THE QUESTIONNAIRE

The first step in this study was to ascertain definitely whether there were laws, regulations, or rulings which determine limitations upon the use of advertising material in schools. If a large number of states had such limitations, there might be little value in the results of the present study. The second step was to determine what information was vital and most desired relative to the use of educational advertising material by home economists and how to secure this information.

The best method of securing the following desired information seemed to be through a questionnaire sent to home economics supervisors, administrators, and teachers in the various levels of home economics teaching, and to home demonstration workers, to determine:

1. The types of educational advertising materials used.
2. Methods of use.
3. Educational values, and defects or deficiencies in educational advertising material.
4. Purposes of educators in using such material.
5. Preparation and content of educational advertising material.
6. Standards or criteria for judging such materials used by home economists.
7. Rating by home economists of specific pieces of educational advertising material relative to its value in their work.

In order to view the problem as broadly as possible, conferences were held with home economics workers, experts in various fields of education, home economics college-trained women in business, and advertising experts. Almost no literature or research results relative to the use of this commercial educational material were available, but a survey of general advertising gave a broad background knowledge of the field.

A committee on "Propaganda in the Schools" was appointed at the Superintendents' Meeting of the National Education Association held in Cleveland, Ohio, in February, 1929. The

author communicated with the chairman of the committee, but the work other than formulated objectives was not in progress in time to help with the questionnaire.

The check list of specific commercial educational material was developed through the author's personal knowledge and use of such material, through use of the file of such material in the Home Economics Research Office of Teachers College, Columbia University, and through various lists of material bearing on the subject, especially the annotated list prepared by the Textile Section of the American Home Economics Association and *The Home Economist* and published in the September, 1928, issue of *The Home Economist*. The list of such material sent to teachers is by no means complete, since the author wished to include only materials which would have national distribution and the chance of being reasonably well known. She tried to include some material used by home economists of each teaching level and some which she considered of varying degrees of value in order that judgment of value might be shown.

Before the inquiry was sent out a group of twenty graduate home economics students at Teachers College, Columbia University, checked it for possible omissions and lack of clarity.

A complete copy of the questionnaire is given in the Appendix, beginning on page 164.

CHAPTER III

THE SOURCES OF DATA

Copies of the questionnaire were sent to teachers in elementary schools, junior and senior high schools, normal schools and teachers colleges, colleges and universities, to city and state supervisors, and to home demonstration leaders and agents—a total of five hundred.

Replies were received from 52 per cent of the questionnaires sent out. Eighty-five and four-tenths per cent of the state supervisors answered the questionnaires sent them, 43.1 per cent of the city supervisors, 64.6 per cent of the college and university teachers, 53.7 per cent of elementary, junior and senior high school teachers, and 26.6 per cent of home demonstration leaders and agents. There was only one state from which at least two or more answered questionnaires were not returned. A number of replies were received too late to be included in the study, but their contents further substantiate the findings of the questionnaires used.

TABLE 1

DISTRIBUTION OF RETURNED QUESTIONNAIRES ACCORDING TO TYPE OF HOME ECONOMICS WORKER

TYPE OF WORKER	NUMBER OF QUESTIONNAIRES SENT OUT	NUMBER OF ANSWERED QUESTIONNAIRES RETURNED	PER CENT RETURNED OF THOSE SENT EACH TYPE OF HOME ECONOMIST	PER CENT RETURNED OF 500 SENT OUT
State supervisors	48	40	85.4	15.4
City supervisors	58	25	43.1	9.6
Normal schools and colleges	82	53	64.6	20.4
Home demonstration leaders and agents..	94	25	26.6	9.6
Elementary, junior, and senior high schools	218	117	53.7	45.0

Table reads: Of the 48 questionnaires sent to state supervisors, 40 were returned, which is 85.4 per cent of the total sent to state supervisors and 15.4 per cent of the 500 questionnaires, which is the total number sent to all types of home economics workers.

Table 1 shows the number of questionnaires sent to different types of home economics workers, the number of answered questionnaires returned, and the per cent returned of those sent to each type of home economics worker.

Table 2 gives a summary of the number of returned questionnaires. Data are arranged according to the regional distribution of the United States as given in McMurry and Parkins' "Advanced Geography," The Macmillan Company, 1924. The table also shows distribution according to the type of school reporting.

TABLE 2

STATE AND REGIONAL DISTRIBUTION OF RETURNED QUESTIONNAIRES FROM DIFFERENT TYPES OF HOME ECONOMICS WORKERS

REGION AND STATE	TYPE OF HOME ECONOMICS WORKER REPORTING						QUESTION- NAIRES RETURNED	
	Ele- mentary and Junior High School	Senior High School	Nor- mal School and Col- lege	City Super- visor	State Super- visor	Home Demon- stration Leaders and Agents	Num- ber Re- turned	Per Cent of Total Replies Returned by this Region
Western.....	6	16	13	2	8	7	52	20
Arizona.....	..	3	..	..	..	..	3	
California....	2	3	4	..	1	1	11	
Colorado....	1	3	1	..	1	..	6	
Idaho.....	1	1	1	1	1	..	5	
Montana.....	1	1	2	..	1	1	6	
Nevada.....	..	..	..	..	1	..	1	
New Mexico..	..	2	1	..	1	1	5	
Oregon.....	1	..	1	1	..	1	4	
Utah.....	..	1	..	..	1	..	2	
Washington..	..	2	2	..	..	2	6	
Wyoming....	..	..	1	..	1	1	3	
North Central..	15	26	17	8	12	5	83	31.9
Illinois.....	2	1	1	..	1	..	5	
Indiana.....	2	2	3	1	1	..	9	
Iowa.....	..	1	2	1	1	..	5	
Kansas.....	3	1	3	1	1	..	9	
Michigan....	2	3	2	..	1	..	8	
Minnesota...	1	2	1	1	1	..	6	
Missouri....	1	3	..	1	1	1	7	
Nebraska....	..	4	..	1	1	..	6	
No. Dakota..	..	2	..	..	1	..	3	
Ohio.....	1	2	1	2	1	2	9	
So. Dakota..	..	2	..	..	1	..	3	
Wisconsin...	3	3	4	..	1	2	13	

REGION AND STATE	TYPE OF HOME ECONOMICS WORKER REPORTING						QUESTION- NAIRES RETURNED	
	Ele- mentary and Junior High School	Senior High School	Nor- mal School and Col- lege	City Super- visor	State Super- visor	Home Demon- stration Leaders and Agents	Num- ber Re- turned	Per Cent of Total Replies Returned by this Region
Northeastern ..	13	13	11	10	9	5	61	23.5
Connecticut..	..	..	2	..	..	..	2	
Delaware....	..	3	..	..	1	1	5	
Maine.....	..	2	..	1	1	1	5	
Maryland....	1	2	..	1	1	..	5	
Mass.....	..	..	2	..	1	1	4	
New Hamp...	1	..	1	1	..	..	3	
New Jersey..	5	1	..	3	1	1	11	
New York...	5	2	1	2	1	..	11	
Pennsylvania	1	1	5	1	1	1	10	
Rhode Island	..	1	..	1	1	..	3	
Vermont.....	..	1	..	..	1	..	2	
Southern.....	10	17	12	4	12	8	62	23.8
Alabama....	..	3	1	..	..	..	4	
Arkansas....	..	..	..	..	1	2	3	
Florida.....	1	2	..	2	1	1	7	
Georgia.....	1	..	..	..	1	..	2	
Kentucky....	2	1	1	1	1	..	6	
Louisiana....	..	1	1	..	1	1	4	
Mississippi..	..	1	..	..	1	..	2	
No. Carolina.	..	3	..	..	1	..	4	
Oklahoma....	1	2	2	..	1	..	6	
So. Carolina..	1	1	..	..	..	..	2	
Tennessee...	2	1	2	..	1	2	8	
Texas.....	1	2	3	1	1	..	8	
Virginia.....	1	..	1	..	..	2	4	
W. Virginia..	..	..	1	..	1	..	2	
Hawaii.....	..	1	..	1	..	..	2	.8
TOTALS..	44	73	53	25	40	25	260	100.0

Table reads: From the western region of the United States there were returned the following number of questionnaires: 6 from elementary and junior high schools, 16 from senior high schools, etc., a total of 52, which is 20 per cent of the total number of questionnaires which were returned.

Of the replies received 20 per cent were from the western region, 31.9 per cent from the north central, 23.5 per cent from the northeastern, and 23.8 per cent from the southern.

Letters were sent to all state superintendents of instruction

relative to laws, regulations, and rulings which would determine limitations upon the use of advertising material in schools. Replies were received from 97.9 per cent, or all but one.

Criteria for evaluating educational advertising material were selected from the combined judgments of 70 per cent of the home economics workers reporting. To compare these criteria with the combined judgments of a less specialized group, outstanding leaders in the fields of home economics, general education, and advertising were selected as members of a jury. These persons were chosen because of their training, their broad experience, and their knowledge of commercial educational material. The members of the jury represent the following:

1. The Bureau of Home Economics, Department of Agriculture, Washington, D. C.
2. A former state supervisor of home economics, who is still in educational work.
3. The head of a home economics department, in an institution of college grade.
4. The supervisor of home economics in a city school system.
5. A teacher of general education in an institution of college grade.
6. A person of recognized standing in elementary education.
7. A person of recognized standing in secondary education.
8. A person of recognized standing in industrial arts education.
9. A person of recognized standing in fine arts education.
10. An educational psychologist in an institution of college grade.
11. An advertising expert who has educational training and experience and deals with materials used chiefly in home-making.
12. An authority on advertising from both the advertising and the consumer standpoint.

In the questionnaires sent out, 170 specific pieces of educational advertising material were listed with the request that those which had been used by the person responding be checked in regard to the person's judgment of value—"of much value," "of some value," "of little value," or "of no value." Thirty pieces, which received the greatest number of the ratings "of much value" and "of some value," were carefully judged on the basis of the criteria considered important by 70 per cent of the home economics workers reporting. The four judges who evaluated the commercial advertising material ranking highest in "value" on the returned questionnaires were teachers in the home economics field who had had strong educational, scientific, or artistic training and had used such material in class.

PART II



CHAPTER IV

USES OF EDUCATIONAL ADVERTISING MATERIAL

Miss Marjorie M. Hazeltine, president of the Business Section of the American Home Economics Association, states: "The educational department of a large trade association reports that each month 260,000 leaflets are sent out from its headquarters to teachers and students of home economics."¹ This seems to indicate that home economists are receiving commercial educational material but it fails to state how much they are using and finding of value.

Thus, in our inquiry, the first questions to be answered were whether home economics workers were using such material, what types they were using, which were most valuable, how they were used, and with whom used.

In answer to the question, "How frequently do you use advertising material which you receive?" 249, or 95.8 per cent, checked the question in some way. Table 3 gives frequency of use of advertising material received by home economics workers. The percentages are based on the total number answering the question.

Of the number answering this question, 53, or 21.3 per cent, used it "nearly always"; 23.3 per cent of the elementary or junior high school teachers, 31.5 per cent senior high school teachers, 11.3 per cent normal school and college teachers, 17.4 per cent city supervisors, 20.6 per cent state supervisors, and 13 per cent of the home demonstration agents answering used such material "nearly always." Sixty-three and four-tenths per cent of the group as a whole, 62.8 per cent of the elementary and junior high school teachers, 60.3 per cent of senior high school teachers, 64.2 per cent of normal school and college teachers, 60.9 per cent of city supervisors, 67.6 per cent of state supervisors, and 69.6 per cent of home demonstration workers "frequently" used such

¹ Hazeltine, Marjorie M., "The Preparation and Distribution of Commercial Educational Material Used by Home Economists," *Journal of Home Economics*, vol. XXI, p. 419, June, 1929.

material. Thirty-seven persons, or 14.9 per cent, of those answering did "not as a rule" use the material. Thirteen and nine-tenths per cent of elementary and junior high school teachers, 8.2 per cent senior high school, 24.5 per cent normal school and college, 21.7 per cent city supervisors, 11.8 per cent state supervisors, and 13 per cent home demonstration agents did "not as a rule" use the material. Only one person, a home demonstration worker, stated that she never used such material.

Among the comments which were added relative to using such material were the following: From normal school and college teachers: "Frequently if it can be used for illustrative material." "Not as a rule." "Send for what wanted." "Sometimes to call attention to errors, or lack of accuracy." From home demonstration workers came the following notes: "Frequently, also some never." "Never, if labeled."

Types of Advertising Material and Services Used

The following eighteen types of advertising material and services were listed with an opportunity for adding others:

Posters, charts	Booklets
Advertisements in magazines	Lectures
Catalogues of business houses	Radio talks
Exhibits sent or loaned by business houses	Consultation service
Model houses (Better Homes Week, etc.)	Slides
Store window displays	Moving pictures
Free materials, <i>e.g.</i> , quantity food supplies, etc.	Demonstrations
Samples	Style shows
Equipment loaned for use	Commercial advertising exhibitions, <i>e.g.</i> , food shows, electrical supplies, etc.

From the 260 questionnaires returned, the range in use for the different types of material was from 13.1 to 97.3 per cent, showing a wide range of use, some types little used and some very much used.

Table 4 shows the types of advertising material used, arranged in rank order, *i.e.*, order of greatest total frequency of use. The per cents reporting are based on number of returns. Table 5 shows the types of advertising materials used, but instead of showing number or per cent using different types, it gives rank value for use for each type of home economics worker as well

11. Store window displays . . .	14	31.8	31	42.5	29	54.7	3	12.0	29	72.5	16	64.0	122	46.9
12. Commercial advertising exhibitions, <i>e.g.</i> , food shows, electrical sup- plies, etc.	15	34.1	30	41.1	33	62.3	8	32.0	25	62.5	10	40.0	121	46.5
13. Equipment loaned for use	7	15.9	21	28.8	32	60.4	7	28.0	25	62.5	15	60.0	107	41.2
14. Moving pictures	9	20.4	16	21.9	18	34.0	7	28.0	17	42.5	11	44.0	78	30.0
15. Slides	10	22.7	15	20.5	19	35.8	6	24.0	17	42.5	7	28.0	74	28.5
16. Model houses (Better Homes Week, etc.)	10	22.7	16	21.9	16	30.2	3	12.0	19	47.5	9	36.0	73	28.1
17. Consultation service	3	06.8	8	11.0	12	22.6	2	08.0	13	32.5	5	20.0	43	16.5
18. Radio talks	3	06.8	4	05.5	5	09.4	1	04.0	15	37.5	6	24.0	34	13.1

Table reads: Of the 44 questionnaires returned by elementary and junior high school teachers, 44, or 100 per cent, used posters and charts; 70 of the 73 senior high school teachers, or 95.9 per cent, used them . . . and 253 of the total 260 returned, or 97.3 per cent, used them.

as rank order of total frequency of use. The following discussion will give results from Tables 4 and 5.

TABLE 5

TYPES OF ADVERTISING MATERIAL USED, SHOWING RANK VALUE FOR EACH TYPE OF HOME ECONOMICS WORKER AS WELL AS RANK ORDER OF TOTAL FREQUENCY OF USE

TYPE OF ADVERTISING MATERIAL USED	RANK VALUE						Total
	Elementary and Junior High School	Senior High School	Normal School and College	City Super- visor	State Super- visor	Home Demon- stration Workers	
Posters, charts.....	1	1½	1½	1	1	1	1
Booklets.....	2	1½	1½	2	2	4½	2
Samples.....	4	3	4½	5	3	4½	3
Advertisements in magazines.....	3	4	6	3	5	9½	4
Free materials.....	5	5	8	9	5	4½	5
Exhibits.....	6	6	3	4	5	4½	6
Demonstrations.....	7	7	4½	6½	7	2	7
Catalogues of business houses.....	8	8	7	8	8½	14½	8
Style shows.....	12	9	13	6½	10	12½	9
Lectures.....	9	10	9½	13½	13	9½	10
Store window displays.....	11	11	12	15½	8½	7	11
Commercial advertising exhibitions.....	10	12	9½	10	11½	12½	12
Equipment loaned for use.....	16	13	11	11½	11½	8	13
Moving pictures.....	15	14½	15	11½	15½	11	14
Slides.....	13½	16	14	13½	15½	16	15
Model houses.....	13½	14½	16	15½	14	14½	16
Consultation service.....	17½	17	17	17	18	18	17
Radio talks.....	17½	18	18	18	17	17	18

Table reads: Posters and charts ranked first in frequency of use by all of the groups except with senior high school and normal school and college teachers. Here they tied with booklets for first in frequency of use.

Posters and charts were used most frequently by all classes—97.3 per cent of those reporting; although 100 per cent of the elementary and junior high school teachers, city supervisors, and state supervisors reported that they used them. Booklets were second or tied for second rank in frequency of use by all classes except home demonstration workers, and they are used by 91.2 per cent of the 260 reporting. Home demonstration workers placed demonstrations second in frequency of use.

It is interesting to note that with one minor change the order of frequency for senior high school practically agreed with that for all groups combined—model homes were used by more senior high school teachers than were slides; posters, charts, and booklets tied for rank of first; and moving pictures and model houses for rank of 14 in frequency of use with senior high schools. The second closest agreement was between state supervisors and the combined total results—store window displays, model houses, and radio talks were used more frequently and lectures and consultation service less frequently by state supervisors than they were used by the combined group as a whole, as rank order of use for groups in Table 5 shows. There was much variation, in fact least agreement, between home demonstration workers and the rank order for the total for all groups combined. This would naturally be expected since the type of work and needs of home demonstration agents differ from those of schools.

Charts, posters, and booklets were used by a considerably larger per cent than the types of advertising which follow in the table. Samples were next in frequency, being used by 77.7 per cent. Elementary and junior high school teachers, home demonstration workers, normal school and college teachers, and city supervisors used other types more frequently than samples of material.

Advertisements in magazines were fourth in frequency and were used by 77.3 per cent. This type was used much less frequently by extension workers. Teachers very often use the colored illustrations in magazine advertisements for making posters and other types of illustrative material.

Free materials, *e.g.*, quantity food supplies, were fifth in order of frequency, the city supervisors and normal school and college teachers using this type of material much less frequently than the combined group seemed to use it. They were used by 71.2 per cent of the total group reporting. Two college teachers reported that they had not had access to this type of advertising.

Exhibits sent or loaned by business houses were sixth in order of frequency and were used by 70.4 per cent of those returning questionnaires. They were placed third, however, by normal school and college teachers, fourth by city supervisors, and tied with free materials for fourth rank with home demonstration workers.

Demonstrations were seventh in order of frequency and were used by 64.6 per cent, although they tied fourth with samples by normal school and college teachers. Home demonstration workers placed them second in frequency of use.

Catalogues of business houses were placed eighth in frequency of use by combined totals but tied fourteenth in frequency of use by home demonstration agents.

Style shows are ninth in combined results but thirteenth for normal schools and colleges, perhaps due to the fact that in their style shows garments made in classes are largely used. Elementary and junior high schools placed style shows twelfth in frequency of use, which may be due to the fact that few types of outer garments are made in these classes, hence they do not feel the need for style shows illustrating outer garments. Style shows and commercial advertising exhibitions tied for twelfth rank in frequency of use with home demonstration workers. It is interesting to note that style shows, and all types of advertising materials used which ranked lower in frequency of use, were used by less than 50 per cent of those reporting.

Lectures ranked tenth in order of frequency, although city and state supervisors used them less frequently than the combined results show. They ranked thirteenth for frequency of use with state supervisors and tied with slides for thirteenth rank with city supervisors.

Store window displays and commercial advertising exhibitions, *e.g.*, food shows, electrical supplies, etc., ranked eleventh and twelfth respectively. City supervisors used store window displays much less frequently, since they tied fifteenth place with model houses; with home demonstration workers they ranked seventh; and they tied for eighth rank in frequency of use with state supervisors. It is true that in many cases city supervisors would not use window displays so frequently as those doing actual classroom teaching, nor so frequently as home demonstration workers use this method. Commercial advertising exhibitions were used more frequently by elementary and junior high school teachers, city supervisors, and normal and college groups, ranking tenth in frequency of use for the first two groups and tying with lectures for ninth place for normal school and college groups.

Equipment loaned for use ranked thirteenth in frequency of

use for the total group, although home demonstration workers placed it eighth in their work and elementary and junior high school teachers sixteenth.

Moving pictures, slides, model houses, consultation service, and radio talks followed in order of decreasing frequency. Of course, one realizes these are frequently less accessible to home economics groups. One college reporting stated this fact.

Types of Advertising Materials and Services Found Most Valuable

As it was realized that mere frequency of use does not necessarily indicate value, each person was asked to check which types of educational advertising material used were most valuable to him in his work.

Table 6 shows a comparison of rank order of frequency of use and rank order of value based upon totals for frequency of use and value as shown in Tables 4 and 7.

TABLE 6

COMPARISON OF RANK ORDER OF FREQUENCY OF USE AND OF VALUE

TYPE OF ADVERTISING MATERIAL	RANK ORDER OF VALUE TO HOME ECONOMIST	RANK ORDER FOR FREQUENCY OF USE BY HOME ECONOMIST
Posters, charts	1	1
Booklets	2	2
Exhibits sent or loaned by business houses	3	6
Free material, <i>e.g.</i> , quantity food supplies, etc.	4	5
Samples	5	3
Demonstrations	6	7
Equipment loaned for use	7	13
Advertisements in magazines	8	4
Style shows	9	9
Catalogues of business houses	10½	8
Lectures	10½	10
Commercial advertising exhibitions	12	12
Model houses	13	16
Slides	14	15
Moving pictures	15	14
Store window displays	16	11
Consultation service	17	17
Radio talks	18	18

Table reads: Posters and charts ranked first among various types of educational advertising material in their value to the home economist and also first in frequency of use by home economists.

It is interesting to observe that posters and charts and booklets keep their same rank order of first and second, respectively, as they did in frequency of use. One state supervisor reported that posters and charts "were placed in the hands of individual student teachers for study purposes." Other notes included were: "We use certain selected booklets" (college). "A few booklets we have found valuable" (city supervisor). "Booklets and lectures, when carefully selected" (state supervisor).

Style shows rank ninth in value; commercial advertising exhibitions, twelfth; consultation service, seventeenth; and radio talks, eighteenth; all of which have the same rank order number for value as they had for frequency of use. Lectures ranked tenth in frequency of use but tied with catalogues of business houses for value to home economists.

It is self-evident that at the present time the radio is not accessible to most schools. Many authorities realize its potential possibilities, educationally, however. Dr. Ray Lyman Wilbur, Secretary of the Interior, at a conference which he called in May, 1929, to consider possibilities of the radio in formal instruction, said: "The most searching scientific study should be made as to the best way in which the radio can find its place in education."² At this same conference the following was said: "John W. Ellsworth, of the National Broadcasting Company, stated that Walter Damrosch last year gave a series of concerts on Friday mornings which had been broadcast to schools of the third and fourth grades to increase appreciation of high-grade musical compositions, and that other educational features were being worked out for his corporation by a progressive school superintendent. Five thousand congratulatory letters a week, he said, had been received from those who had heard the Damrosch concerts. 'Can radio take the place of the face-to-face teacher?' remarked Mr. Ellsworth. 'No; it is supplementary. Let the educators determine how we can be useful, and we will welcome their suggestions.'"² "Secretary Wilbur declared that he would recommend to the President of the United States that he consider the advisability of appointing a commission to investigate the subject."²

Exhibits sent or loaned by business houses are considered more valuable than frequency of use would indicate, for their rank

² Evans, Henry Ridgley, *School Life*, vol. XIV, no. 10, p. 189, June, 1929.

for value is third as compared with sixth for frequency of use; free material is fourth in value as compared with fifth in frequency of use; samples drop to fifth in value, although they were third in frequency of use. However, notes from junior high school, senior high school, and college teachers and from home demonstration workers stated that they found swatches of fabrics especially valuable. Demonstrations kept almost their same relative position, sixth in value and seventh in use. One note said this type was used and found of value "only if very well done" (city supervisor). Equipment loaned for use seems to be much more valuable than frequency of use would indicate, since it ranks seventh in value as compared with thirteenth in use. Lack of use may be due to the fact that it is not always possible to secure the loan of equipment for use.

Advertisements in magazines rank eighth in value and fourth in frequency of use. This is doubtless due to the fact that they are more available than some of the other types. Catalogues seem to occupy a similar position for perhaps a similar reason. They rank eighth in use and tie with lectures for tenth in value. Lectures occupy nearly the same position in both—tenth in use and tied with catalogues for tenth in value.

Model houses are considered more valuable than frequency of use indicates. They rank thirteenth in value and sixteenth in use. With store window displays the rank is reversed—sixteenth in value and eleventh in frequency of use. One agricultural college adds, "Rural, not accessible here."

Slides and moving pictures have changed places in rank order of value as compared with frequency of use, slides ranking fourteenth in value and moving pictures fifteenth as compared with fifteenth for slides and fourteenth for moving pictures in frequency of use. Several persons answering the questionnaires indicated that the little use made of moving pictures and radio was due to lack of proper equipment.

Table 7 shows the types of advertising materials and services found most valuable, arranged in rank order of value for combined totals. The per cents are based on number of returns. Table 8 shows the types of advertising material and services found most valuable; but instead of showing the number or per cent finding the different types of value, as is found in Table 7, it gives rank value for each type of home economics worker

TABLE 7

TYPES OF ADVERTISING MATERIALS AND SERVICES FOUND MOST VALUABLE, ARRANGED IN RANK ORDER OF VALUE FOR COMBINED TOTALS

TYPES OF ADVERTISING MATERIALS FOUND MOST VALUABLE	NUMBER AND PER CENT REPORTING													
	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPER- VISOR		STATE SUPER- VISOR		HOME DEM- ONSTRATION WORKERS		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of returned ques- tionnaires	44	...	73	...	53	...	25	...	40	...	25	...	260	...
RANK ORDER														
1. Posters, charts	32	72.7	41	56.2	39	73.6	11	44.0	28	70.0	15	60.0	166	63.8
2. Booklets	15	34.1	32	43.8	23	43.4	11	44.0	18	45.0	7	28.0	106	40.8
3. Exhibits sent or loaned by business houses	10	22.7	19	26.0	23	43.4	7	28.0	21	52.5	12	48.0	92	35.4
4. Free material, <i>e.g.</i> , quan- tity food supplies, etc...	11	25.0	23	31.5	6	11.3	2	8.0	7	17.5	8	32.0	57	21.9
5. Samples	9	20.4	24	32.9	8	15.1	2	8.0	8	20.0	5	20.0	56	21.5
6. Demonstrations	8	18.2	14	19.2	9	17.0	3	12.0	9	22.5	9	36.0	52	20.0
7. Equipment loaned for use	1	02.3	7	09.6	16	30.2	3	12.0	13	32.5	10	40.0	50	19.2
8. Advertisements in maga- zines	10	22.7	15	20.5	14	26.4	2	08.0	7	17.5	1	04.0	49	18.8
9. Style shows	4	09.1	10	13.7	6	11.3	4	16.0	8	20.0	3	12.0	35	13.5
10. Catalogues of business houses	2	04.5	10	13.7	6	11.3	3	12.0	9	22.5	..	...	30	11.5

11. Lectures	2	04.5	7	09.6	10	18.9	..	...	6	15.0	5	20.0	30	11.5
12. Commercial advertising exhibitions, <i>e.g.</i> , food shows, electrical sup- plies, etc.	5	11.4	7	09.6	6	11.3	..	...	8	20.0	3	12.0	29	11.2
13. Model houses (Better Homes Week, etc.)	2	04.5	6	08.2	8	15.1	2	08.0	3	07.5	5	20.0	26	10.0
14. Slides	2	04.5	4	05.5	3	05.7	1	04.0	7	17.5	3	12.0	20	7.7
15. Moving pictures	2	04.5	5	06.8	2	03.8	..	...	6	15.0	4	16.0	19	7.3
16. Store window displays ...	1	02.3	4	05.5	2	03.8	2	08.0	7	17.5	2	08.0	18	6.9
17. Consultation service	1	02.3	1	01.4	..	...	1	04.0	2	05.0	2	08.0	7	2.7
18. Radio talks .....	..	...	1	01.4	..	...	..	...	2	05.0	..	...	3	1.2

Table reads: Of the 44 elementary and junior high school teachers reporting 32, or 72.7 per cent, found them of value; 41 of the 73 senior high school teachers, or 56.2 per cent; and 166 of the total 260 reporting, or 63.8 per cent, reported posters and charts of value in their work.

as well as rank order of value for combined totals. The following discussion will give results from Tables 7 and 8.

TABLE 8

TYPES OF ADVERTISING MATERIALS AND SERVICES FOUND MOST VALUABLE,
SHOWING RANK VALUE FOR EACH TYPE OF HOME ECONOMICS WORKER
AS WELL AS RANK ORDER OF VALUE FOR COMBINED TOTALS

TYPE OF ADVERTISING MATERIAL USED	RANK VALUE						Total
	Elementary and Junior High School	Senior High School	Normal School and College	City Super- visor	State Super- visor	Home Demon- stration Workers	
Posters, charts.....	1	1	1	1½	1	1	1
Booklets.....	2	2	2½	1½	3	6	2
Exhibits sent or loaned by business houses...	4½	5	2½	3	2	2	3
Free material, <i>e.g.</i> , quantity food sup- plies, etc.....	3	4	11½	10	11½	5	4
Samples.....	6	3	8½	10	8	8	5
Demonstrations.....	7	7	7	6	5½	4	6
Equipment loaned for use.....	16	11	4	6	4	3	7
Advertisements in mag- azines.....	4½	6	5	10	11½	16	8
Style shows.....	9	8½	11½	4	8	12	9
Catalogues of business houses.....	12	8½	11½	6	5½	..	10½
Lectures.....	12	11	6	..	14½	8	10½
Commercial advertising exhibitions.....	8	11	11½	..	8	12	12
Model houses.....	12	13	8½	10	16	8	13
Slides.....	12	15½	14	13½	11½	12	14
Moving pictures.....	12	14	15½	..	14½	10	15
Store window displays	16	15½	15½	10	11½	14½	16
Consultation service...	16	17½	..	13½	17½	14½	17
Radio talks.....	..	17½	..	..	17½	..	18

Table reads: Posters and charts ranked first or highest in value by elementary, junior, and senior high school teachers, state supervisors, home demonstration workers, and for the combined total for all groups. They tied with booklets for first ranking in value by city supervisors, and so on.

There was no agreement of different groups in value except in the first item—posters and charts were given highest rank order of value by all types of home economists, except city supervisors, in whose ranking they tied with booklets for greatest value. This lack of agreement seems to indicate that, due to

working with different age groups and people of different interests, the same type of material was not of equal value for all groups. It would suggest that if business firms wish to prepare material of greatest value, they will need to consider the group for whom they intend it. Some firms are doing this at the present time. City supervisors failed to check lectures, commercial advertising exhibitions, moving pictures, and radio talks as of value in their work; home demonstration agents did not check catalogues of business houses and radio talks as of value; normal school and college groups left consultation service and radio talks unchecked for value; and elementary teachers did not check radio talks as of value. Senior high school teachers and state supervisors use radio talks very little. This may be accounted for by the fact that at the present time the radio is not available in many schools and is not used much for educational purposes.

Because there is a lack of agreement in rank order, there are here listed the seven types of educational advertising material considered most valuable by each type of home economics worker.

TABLE 9

TYPES OF EDUCATIONAL ADVERTISING MATERIAL FOUND MOST VALUABLE BY HOME ECONOMISTS, ARRANGED IN RANK ORDER OF VALUE

Elementary and Junior High School

- 1 Posters, charts
- 2 Booklets
- 3 Free material, *e.g.*, quantity food supplies
- 4½ Exhibits
- 4½ Advertisements in magazines
- 6 Samples
- 7 Demonstrations

Senior High School

- 1 Posters, charts
- 2 Booklets
- 3 Samples
- 4 Free material, *e.g.*, quantity food supplies
- 5 Exhibits
- 6 Advertisements in magazines
- 7 Demonstrations

Normal Schools and Colleges

- 1 Posters, charts
- 2½ Booklets
- 2½ Exhibits
- 4 Equipment loaned
- 5 Advertisements in magazines
- 6 Lectures
- 7 Demonstrations

Home Demonstration Workers

- 1 Posters, charts
- 2 Exhibits
- 3 Equipment loaned
- 4 Demonstrations
- 5 Free material, *e.g.*, quantity food supplies
- 6 Booklets
- 8 Samples
- 8 Lectures
- 8 Model house

TABLE 9—*Continued*

City Supervisor	State Supervisor
1½ Posters and charts	1 Posters, charts
1½ Booklets	2 Exhibits
3 Exhibits	3 Booklets
4 Style shows	4 Equipment loaned
5 Demonstrations	5½ Demonstrations
6 Equipment loaned for use	5½ Catalogues of business houses
6 Catalogues of business houses	8 Samples
	8 Style shows
	8 Commercial advertising exhibitions

Among the notes offering suggestions relative to other types which had been found of value, several senior high school teachers mentioned construction steps on garments, charts from tailors, and fashion magazines as of value. Visits to local stores with classes was mentioned by an elementary teacher, a senior high school teacher, and a city supervisor as a valuable type. Various types of contests have been used by different firms as a form of educational advertising. However, no mention of value was made of these as a type.

The percentage range for value is much lower than the percentage range for frequency of use. The range of value is 1.2 to 63.8 per cent as compared with 13.1 to 97.3 per cent for frequency of use.

Methods of Use

The ways in which commercial educational material is used vary greatly with the type of material and with the phases of home economics being taught.

Table 10 shows methods of use arranged in rank order of frequency of use for the combined totals of the reports. It includes both the number of home economists of the various types designated which use each method, and also the per cent which that number is of the total number reporting for that particular group of home economics workers. Table 11 gives methods of use of educational advertising material showing rank value for each type of home economist as well as rank order for combined total. The following discussion will give results from Tables 10 and 11.

The most popular method was "using the material on bulletin board"; 81.5 per cent of those returning questionnaires used this

NUMBER AND PER CENT USING

Table reads: Of the 44 elementary and junior high school teachers reporting, 42, or 95.4 per cent, used the bulletin board as a method of use for educational advertising material; 67 of the 73 of the senior high school teachers, or 91.8 per cent; and so on; and 212 of the 260 persons reporting, or 81.5 per cent, employ this method of using educational advertising material.

Table reads: Of the 44 elementary and junior high school teachers reporting, 42, or 95.4 per cent, used the bulletin board as a method of use for educational advertising material; 67 of the 73 of the senior high school teachers, or 91.8 per cent; and so on; and 212 of the 260 persons reporting, or 81.5 per cent, employ this method of using educational advertising material.

method. It was used most frequently by all groups except home demonstration workers, who use it very little or not at all, as would naturally be expected since bulletin boards are not available in their work. With this group "demonstrations" by com-

TABLE 11

METHODS OF USING EDUCATIONAL ADVERTISING MATERIAL, SHOWING RANK VALUE FOR FREQUENCY OF USE FOR EACH TYPE OF HOME ECONOMICS WORKER AS WELL AS RANK ORDER FOR COMBINED TOTALS

METHOD OF USE	RANK VALUE						Total
	Elementary and Junior High School	Senior High School	Normal School and College	City Supervisor	State Supervisor	Home Demonstration Workers	
Use on bulletin board. . .	1	1	1	1	1	9	1
Place in hand of individual students for study purposes.	3	2	2	2	2½	5	2
Personal use by teacher	5	5	3	3	5½	2	3
Have demonstration by commercial representative.	6	6	4	4½	2½	1	4
Give to child to take home.	2	3	7	8	5½	3½	5
Class presentation by teacher.	4	4	6	6	7½	8	6
Laboratory use of equipment and other materials loaned by commercial firms.	8	7	5	4½	4	3½	7
Use on par with other reference material. . . .	7	8	8	7	9	6	8
Use in extra-curricular club activities. . . . .	..	9	9	9	7½	7	9

Table reads: Use of educational advertising material on the bulletin board ranked first in frequency as a method of use by elementary and junior high school, senior high school, and normal school and college teachers, by city and state supervisors and in the total for the group as a whole, but with the home demonstration group it ranked ninth.

mercial representatives is the method most frequently used. "Place in hands of individual students for study purposes" was second in frequency of use, being used by 77.3 per cent of the combined groups, although home demonstration workers ranked this fifth in frequency of use and elementary and junior high school teachers more frequently "gave to child to take home."

"Personal use by teacher" was the third most popular method of use, 66.2 per cent of all groups using this method. However, with elementary, junior high school, and senior high school teachers it ranked fifth in frequency of use and with state supervisors tied fifth with "give to child to take home."

"Demonstration by commercial representative" was fourth in rank order for frequency of use and was used by 61.9 per cent of all groups, although, as noted before, it ranked first with home demonstration workers in frequency of use.

"Give to child to take home" ranked fifth in frequency of use with the combined group as a whole, being used by 60.8 per cent of the total group responding, but with elementary, junior high school, and senior high school teachers and home demonstration workers it found greater favor, ranking second with elementary and junior high school teachers, third with senior high school teachers, and tied for third with "laboratory use of equipment" by home demonstration workers. City supervisors used this method but little, since it ranked eighth with them in frequency of use and seventh with normal school and college teachers.

"Class presentation by teacher" was sixth in frequency, being used by 56.9 per cent of the groups as a whole, although with elementary, junior high school, and senior high school teachers it was fourth in frequency of use. This method was but little used by home demonstration workers.

The three least used methods, in decreasing order of frequency, were "Laboratory use of equipment and other materials loaned by commercial firms," "Use on par with other reference material," and "Use in extra-curricular club activities." These methods were used by 51.5 per cent, 38.8 per cent, and 21.9 per cent, respectively. However, instead of ranking seventh, which was true for the group as a whole, "Laboratory use of equipment" tied for third rank in frequency of use with home demonstration workers, was fourth with state supervisors, tied for fourth with city supervisors, and was fifth with normal schools and colleges. Due to the fact that few elementary and junior high schools have home economics clubs, no one in this group reported using the material in extra-curricular club activities.

There was a wide range in frequency of use, since the frequency varied from 57 to 212 for the combined group as a whole.

Methods of Use Considered Most Valuable

Just as it was found in types of advertising materials used that rank order for frequency of use and rank order for value of type did not agree, a similar situation was found in the results of the reports relative to rank order for frequency of use and for value of the methods of using commercial educational material. One college teacher says, "Use and value depend entirely on type of advertising. Some as valuable as a textbook. Others—mere stuff."

Table 12 shows a comparison of rank order for value of method of use and of frequency of use based on Table 14, page 37, and Table 11, page 32.

TABLE 12

COMPARISON OF RANK VALUE FOR VALUE OF METHOD AND FOR FREQUENCY OF USE OF METHODS OF USING EDUCATIONAL ADVERTISING MATERIAL

METHOD OF USE	RANK ORDER FOR VALUE OF METHOD TO HOME ECONOMIST	RANK ORDER FOR FREQUENCY OF USE OF METHOD BY HOME ECONOMIST
Place in hands of individual students for study purposes	1	2
Use on bulletin board	2	1
Laboratory use of equipment and other material loaned by commercial firms ..	3	7
Class presentation by teacher	4	6
Personal use by teacher	5	3
Have demonstration by commercial representative	6	4
Give to child to take home	7	5
Use on par with other reference material.	8	8
Use in extra-curricular club activities ...	9	9

Table reads: "Place in hands of individual students for study purposes" ranked first in value among the various methods listed of using educational advertising material, but second in frequency of use, etc.

It is interesting to note that the only agreement is in the two methods, "Use on par with other reference material" and "Use in extra-curricular club activities," which rank eighth and ninth, respectively, both in frequency of use and in value of method. "Place in hands of individual students for study purposes" and "Use on bulletin board" came next closest in agreement, since the rank order for the two is reversed. "Place in hands of individual students for study purposes" ranks first in value and

second in frequency of use of method, while "Use on bulletin board" ranks second in value but first in frequency of use by the combined group of home economists.

In several cases methods of use which are considered valuable do not have so high a ranking in frequency of use. One reason for this may be lack of availability. One noticeable instance of this is the "Laboratory use of equipment and other materials loaned by commercial firms," which ranked third in value and seventh in frequency of use. Sometimes a method may be used more frequently perhaps than value warrants because of the ease of the method of use. In some cases "Give to child to take home" and "Have a demonstration by commercial representative" may be illustrations of this situation.

Table 13 gives the methods of use of educational advertising material considered most valuable, arranged in rank order of value for the combined totals. Table 14 shows the methods of use of educational advertising material considered most valuable, but instead of showing the number or the per cent finding the different methods of value as is shown in Table 13, it gives rank value for each type of home economics worker as well as rank order of value for combined totals. The following discussion will give results from Tables 13 and 14.

There was no complete agreement in the rank value for any method of use considered from the standpoint of value, although the greatest agreement was found for the method "Place in hands of individual students for study purposes." This lack of agreement might naturally be expected since different groups of home economists are working with different age levels and persons with different interests; hence it is to be expected that different methods might be found more effective with different groups.

"Place in hands of individual students for study purposes" was given as a valuable method of using educational advertising material by 96 home economists, or 36.9 per cent, of the total reporting. It received first or highest rank by senior high school, normal school and college teachers and by the combined group as a whole, and tied with the method "Use on bulletin board" by elementary and junior high school teachers. However, with state supervisors and home demonstration workers it ranked third. Many persons added notes on the use of this method, among which are the following: "Some material" (elementary

teacher). "Occasionally" (senior high school). "Sometimes" (senior high school). "With reservations" (state supervisors). "Only the best" (city supervisor). "Some booklets" (city super-

TABLE 14

METHODS OF USE OF EDUCATIONAL ADVERTISING MATERIAL WHICH ARE CONSIDERED MOST VALUABLE, SHOWING RANK VALUE FOR EACH TYPE OF HOME ECONOMICS WORKER AS WELL AS RANK ORDER FOR COMBINED TOTAL

METHOD OF USE	RANK VALUE						Total
	Elementary and Junior High School	Senior High School	Normal School and College	City Supervisor	State Supervisor	Home Demonstration Workers	
Place in hands of individual students for study purposes.....	1½	1	1	1½	3	3	1
Use on bulletin board...	1½	2	3	4	1	..	2
Laboratory use of equipment and other materials loaned by commercial firms.....	5½	6	2	4	2	3	3
Class presentation by teacher.....	4	3	4	6	4	6½	4
Personal use by teacher	5½	4	6	1½	..	3	5
Have demonstration by commercial representative.....	8½	7	5	7	7	1	6
Give to child to take home.....	3	5	9	..	8	..	7
Use on par with other reference material....	7	8	7	4	6	5	8
Use in extra-curricular club activities.....	8½	9	8	..	9	6½	9

Table reads: Placing educational advertising material in the hands of individual students for study purposes ranked first in value as a method of use of such material by senior high school, normal school, and college teachers, and in the combined total for the group as a whole. It tied for first ranking with elementary and junior high school teachers and with city supervisors, and was ranked third in value by state supervisors and home demonstration agents; etc.

visor and normal school teacher). "Place in hands of students for experimental purposes" (city supervisor). Thus we see that while this method may be valuable, due to the fact that there are such wide variations in the quality and value of educational advertising material being prepared at the present time, many

teachers feel that much discrimination and care need to be exercised in the selection of such material.

The method "Use on the bulletin board" was considered valuable by 84, or 32.3 per cent, of those reporting. Senior high school teachers and the combined group as a whole placed this method second in rank value; it ranked first with state supervisors and tied for first with elementary and junior high school teachers; third in value with normal school and college teachers; and fourth with city supervisors. This method was not used by home demonstration workers. The only note relative to this method was from a city supervisor, who added the underscored statement "*Firm names removed.*" This supervisor indicated in the questionnaire that there were local rulings in regard to the use of educational advertising material, but she did not state what the rulings were. However, such ruling may have influenced her actions.

"Laboratory use of equipment and other materials loaned by commercial firms" was considered of value by fewer than valued the preceding two methods. It was considered of value by 60, or 23.1 per cent of the combined group reporting. It was ranked third in value by home demonstration workers and by the combined group as a whole; second by normal school and college teachers and by state supervisors; fourth by city supervisors; sixth by senior high school teachers; and tied for fifth place in rank by elementary and junior high school teachers.

"Class presentation by teacher" was considered of value by 54, or 20.8 per cent of those reporting. It ranked fourth in value by elementary and junior high school, normal school and college teachers, state supervisors, and the combined group as a whole. With senior high school teachers it ranked third in value, sixth with city supervisors, and tied for sixth place with "Use in extra-curricular activities" by home demonstration workers.

"Personal use by teacher" was given by 51, or 19.6 per cent, as of value as a method of use. It received a ranking of five in value by state supervisors and by the combined group as a whole and tied with "Laboratory use of equipment" for fifth ranking by elementary and junior high school teachers. However, with city supervisors it tied for first place in value with the method "Place in hands of individual students," was ranked third by

home demonstration workers, fourth by senior high school teachers, and sixth by normal school and college teachers.

"Have demonstration by commercial representative" was considered valuable by considerably fewer persons—35, or 13.5 per cent of those reporting. Senior high school teachers, city supervisors, and state supervisors gave it a rank of seventh place in value, although for the combined group it ranked sixth. With home demonstration workers it ranked first, and with elementary and junior high school teachers it tied for eighth place in value. Normal school and college teachers placed it fifth in rank. Several added notes relative to the use of this method. "Only occasionally" (city supervisor). "Rarely" (city supervisor). "Demonstrations for teachers only" (city supervisor). "*Not very satisfactory*" (city supervisor). "If trained in home economics" (home demonstration worker). "Not allowed to use this method any more" (senior high school teacher). "Use material for class demonstrations by students" (senior high school). "Pupil demonstration and reports better than any other method" (junior high school).

The above notes suggest the point of view which many teachers have expressed in conferences: that while some of the demonstrations are truly educational and of much value, some are not, because of the lack of proper training of the demonstrator, which is indicated by inaccurate scientific statements and poor technique. It is also sometimes indicated by wrong standards of dress and accessories (earrings) and by the excessive use of cosmetics, which are not in keeping with ideals and standards of the department. One high school teacher in a national home economics conference made the statement: "Extreme styles in clothes, shoes, and use of cosmetics should be avoided, since high school girls are good listeners if not bothered by the dress or other details of the demonstrator."

The method "Give to child to take home" was given as of value by 32, or 12.3 per cent of those reporting. City supervisors and home demonstration workers did not consider this method of value; while with the combined group it ranked seventh in value, third with elementary and junior high school teachers, fifth with senior high school teachers, eighth with state supervisors, and ninth or lowest with normal school and college

teachers. Several added such limitations as "occasionally," "sometimes," or "optional."

The two methods receiving lowest ranking in value were "Use on par with other reference material" and "Use in extra-curricular club activities." They were considered of value by 30, or 11.5 per cent, and 17, or 6.5 per cent, respectively. In regard to using it on a par, the following notes were found: "No" (university). "Some of it" (college). "Never" (college). "With reservations" (state supervisor). "If valuable" (city supervisor). "If good enough" (home demonstration worker). The deduction from the above notes would seem to be that use would depend entirely on the quality and value of the educational advertising material.

Among the suggestions for other uses for educational advertising material which were found valuable were the following: "Class discussion and criticism of good and bad" (junior high school). "Reference material for special reports" (senior high school). "In my experimental cookery classes advertising material is used and samples tried out as a means of testing and experimentation" (senior high school). "Practice teachers use for illustrative material" (university). "Used by teacher trainers as reference and illustrative material" (university). "Start file for future reference-notebook" (university). "Supplementary for home projects" (university). "Used for checking and comparing with available scientific data in hands of students" (university). "Free materials given as prizes or awards for excellence in regular club work accomplished or assistance in demonstrations" (home demonstration).

Use of Recipes

Recipes are a type of commercial advertising material which is sent to schools perhaps more frequently than any other one kind. This may be due to the fact that they are easily prepared, may require a less highly trained person to prepare them than some other types of material, and at least keep the name of the product before the public. To discover how much they were used by the home economist in the field, the following questions were asked:

1. Do you use recipes sent out by advertising firms? Nearly always? About half of them? Not as a rule? Never?

2. Do the name of the author and reputation of the company influence you in their use? Yes? No?

Table 15 gives both the number and the percentage of each type of home economist using them.

This question was answered by 222, or 85.4 per cent of the 260 who returned questionnaires. Sixty-three and one-tenth per cent of the 222 checking this question do "Not as a rule" use such recipes, and the per cent varied from 45.1 per cent in the case of state supervisors to 80.9 per cent of normal school and college teachers who do not as a rule use them. The per cents in each case refer to the number answering the question. Fifty-three and one-tenth per cent of senior high school teachers, 62.5 per cent of elementary and junior high school teachers, 66.7 per cent of home demonstration workers, and 77.3 per cent of city supervisors do not as a rule use them.

The percentage using "About half of them" varied from 14.9 per cent for normal school and college teachers to 43.8 per cent for senior high school teachers. Twenty-two and seven-tenths per cent of city supervisors, 33.3 per cent of home demonstration workers, 35 per cent of elementary and junior high school teachers, 41.9 per cent of state supervisors, and 32.9 per cent of the group as a whole answering this question state that they use "About half of them." None or a very small percentage of the different groups stated that they used "Nearly all" or "Never" used them. Two and seven-tenths per cent of the group as a whole answering the question state that they "Nearly always" use them and 1.3 per cent that they "Never" use them.

The following notes were added and throw light on the attitude of some of those responding. From elementary and junior high school teachers were the following: "Not as a rule, as we have printed recipes." "Never in class unless used and found good." "Nearly always, but I adapt them to my needs." From senior high school teachers: "Not as a rule—use when exceptionally adaptable." "Just the ones that seem to fit the lesson." From normal schools and colleges: "Not as a rule, except for special occasions and to provide variety." "Not as a rule, depends upon source." From city supervisors: "Not as a rule but I have confidence in them." From state supervisors: "To some extent." "Not as a rule unless tried by self first."

In conferences with the author the usual reasons given by

home economists for their small use of recipes are that for the most part they prefer standard cookbooks or cooking texts, unless for some special type of recipe which may not be found in the usual cookbook or text. In the second place, they are not always sure of the recipes sent out and often do not have time to test them before using.

The second question, "Do the name of the author and reputation of the company influence you in their use?" was answered by 246, or 94.6 per cent, of the 260 returning questionnaires. Two hundred and twenty-seven, or 92.3 per cent, answered it in the affirmative as against 19, or 7.7 per cent, answering negatively. The per cent influenced by the author and reputation of the company varied from 87.5 per cent of elementary and junior high school teachers to 100 per cent in the case of city supervisors. Table 16 shows the number and percentage of different types of home economics workers answering affirmatively and negatively.

The following notes were included: "Yes, also their quality if I know or discover it" (senior high school). From normal school and college teachers the following underscored notes: "*Yes, reputation of the company.*" "*Yes, particularly the author.*"

Use of Lesson Plans

The preparation of lesson plans by commercial firms is a rather recent type of educational advertising material and one which at present is used by only a few commercial firms.

To the question "Do you find lesson plans as organized by advertising firms of value?" 240, or 92.3 per cent, of those reporting answered. Of those answering only 4.6 per cent find lesson plans of value "Nearly always," and 20 per cent "Never" find them of value. The per cent of those "Never" finding them of value varied from 9.1 per cent in the case of city and of state supervisors to 41.2 per cent of normal school and college teachers. The next highest were home demonstration workers, 23.8 per cent, and senior high school teachers, 18.6 per cent. Of the group as a whole answering this question 50.8 per cent do "Not as a rule" find such material valuable, and those who do "Not as a rule" or "Never" find it of value, combined, are 70.8 per cent.

Table 17 shows the number and percentage of different types

TABLE 17
VALUE OF LESSON PLANS PREPARED BY COMMERCIAL FIRMS

ANSWER	NUMBER AND PER CENT ANSWERING												TOTALS	
	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPERVISOR		STATE SUPERVISOR		HOME DEMONSTRATION WORKERS			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number answering	43	...	70	...	51	...	22	...	33	...	21	...	240	...
Nearly always .....	..	...	5	7.1	..	...	..	...	2	6.1	4	19.1	11	4.6
Frequently	12	27.9	22	31.4	8	15.7	5	22.7	11	33.3	1	4.8	59	24.6
Not as a rule	27	62.8	30	42.9	22	43.1	15	68.2	17	51.5	11	52.3	122	50.8
Never	4	9.3	13	18.6	21	41.2	2	9.1	3	9.1	5	23.8	48	20.0

Table reads: Five of the 70, or 7.1 per cent, of senior high school teachers nearly always find the lesson plans organized by commercial firms of value; two of the 33, or 6.1 per cent, of state supervisors find them of value; and so on.

of home economics workers who find lesson plans prepared by commercial firms of value.

Forty-two and nine-tenths per cent of senior high school teachers, 43.1 per cent of normal school and college teachers, 51.5 per cent of state supervisors, 52.3 per cent of home demonstration workers, 62.8 per cent of elementary and junior high school teachers, and 68.2 per cent of city supervisors do not as a rule find such lesson plans valuable. Four and six-tenths per cent of home demonstration workers, 15.7 per cent of normal school and college teachers, 22.7 per cent of city supervisors, 27.9 per cent of elementary and junior high school teachers, 31.4 per cent of high school teachers, and 33.3 per cent of state supervisors "Frequently" find them of value.

A number of comments were added relative to the use and value of this type of advertising material. From elementary and junior high school teachers: "Frequently, for suggestions." "Frequently, find valuable suggestions." "Frequently, I usually adapt them to fit need." From normal school and college teachers: "Have seen none made for clothing." "No, never of value." "Not as a rule; however, I think that these are frequently well done and might be useful to inexperienced teachers." "Frequently, for ideas and for comparison." From city supervisor: "Not as a rule. Some teachers use them; I never have to any extent." From state supervisor: "Opposed to this principle emphatically." "I think it is a very great mistake, and in fact a dangerous policy, for commercial concerns to assume the responsibility as advertising of the preparation of material in the form of lessons or courses of instruction or series of lessons for the public school systems. This is not the function of such groups of people, and I have no doubt that the continuance or endorsement of such a policy would eventually lead to legislation which would eliminate entirely the use of such materials from the public schools." From home demonstration workers: "Not as a rule, they do not fit my needs as home demonstration agent." "Frequently. Good ideas are gained from the material. I usually make them over to suit my purpose."

In conferences with teachers the author has made notes relative to the following comments on the use of such material. Some use the material for ideas or suggestions but feel that much has little educational value because it has been prepared chiefly

from the advertising standpoint and not by experts with modern educational training or point of view. Some are emphatically opposed to the principle of using material which crystallizes opinion relative to a particular product.

Groups with Whom Educational Advertising Material Is Used

It seemed desirable to find not only with which group or groups advertising material is most used, *i.e.*, present practice, but also, from the experience of the teacher, with which group or groups it seemed most desirable to use such material irre-

TABLE 18

GROUPS OF STUDENTS AND HOME-MAKERS WITH WHOM ADVERTISING MATERIALS ARE USED, *i.e.*, PRESENT PRACTICE

With what group or groups of students do you make direct use of advertising materials? Check (✓) to indicate group or groups and also to indicate relative frequency.

ANSWER	NUMBER REPORTING						Total
	Elementary and Junior High School	Senior High School	Normal School and College	City Supervisor	State Supervisor	Home Demonstration Workers	
Elementary:							
Frequently.....	1	1	2	2	6	..	12
Occasionally.....	6	..	3	8	9	2	28
Never.....	..	..	..	1	1	..	2
Junior High:							
Frequently.....	22	8	7	5	14	4	60
Occasionally.....	18	18	15	10	11	4	76
Never.....	..	6	..	1	..	..	7
Senior High:							
Frequently.....	..	42	12	7	25	2	88
Occasionally.....	1	21	8	9	7	3	48
Never.....	..	..	..	1	..	..	1
College:							
Frequently.....	..	..	20	..	16	..	36
Occasionally.....	1	..	29	2	6	..	37
Never.....	..	..	..	..	..	..	0
Homemaker:							
Frequently.....	1	5	7	1	15	10	39
Occasionally.....	2	3	10	1	5	11	32
Never.....	..	..	..	..	..	2	2

Table reads: One elementary and junior high school teacher, one senior high school teacher . . . and a total of twelve home economics workers reporting use educational advertising materials frequently in elementary schools.

spective of present practice. Some of the teachers use the material with more than one school level. Tables 18 and 19 show present practice and desired practices, respectively, in the use of educational advertising material.

TABLE 19

GROUPS OF STUDENTS OR HOME-MAKERS FOR WHOM ADVERTISING MATERIAL IS PARTICULARLY VALUABLE, I.E., DESIRED PRACTICE

For which of the following groups do you consider advertising material particularly valuable? Check (✓) according to your opinion regardless of your practice.

ANSWER	NUMBER REPORTING						Total
	Elementary and Junior High School	Senior High School	Normal School and College	City Supervisor	State Supervisor	Home Demonstration Workers	
Elementary:							
Frequently.....	6	4	5	..	5	..	20
Occasionally.....	6	2	12	5	11	1	37
Never.....	1	3	1	1	..	..	6
Junior High:							
Frequently.....	16	14	13	5	18	2	68
Occasionally.....	15	17	14	8	9	3	66
Never.....	..	..	..	1	..	..	1
Senior High:							
Frequently.....	12	30	20	10	26	3	101
Occasionally.....	7	21	12	8	7	3	58
Never.....	..	..	..	..	..	..	0
College:							
Frequently.....	13	17	19	6	18	1	74
Occasionally.....	5	9	22	2	5	2	45
Never.....	..	..	..	..	1	..	1
Homemaker:							
Frequently.....	15	27	27	5	23	16	113
Occasionally.....	7	4	9	3	5	7	35
Never.....	..	..	..	..	..	..	0

Table reads: Six elementary and junior high school, 4 senior high school, 5 normal school and college teachers, and 5 state supervisors, or a total of 20 home economics workers consider it valuable to use educational advertising frequently in elementary schools; etc.

In present practice educational advertising material is most frequently used with junior and senior high schools. With the junior high school group it was used "Occasionally" rather than "Frequently," but with senior high schools a total of 88 used such material "Frequently" as against 48 "Occasionally." In

college and normal school work and with home-makers, such material is used "Frequently" and "Occasionally" about equally often.

Advertising material takes first rank in value for use in work of senior high schools, second rank or place for home-makers, third for junior high schools, fourth for normal schools and colleges, and is of least importance to elementary schools.

Unsolicited Educational Advertising Material

To the question "Do you make a practice of looking over advertising material sent unsolicited?" 226 of the 228 answering replied in the affirmative. Only two persons, a state supervisor and a home demonstration worker, answered negatively.

Summary

1. Of the 249 home economics workers who answered relative to the frequency with which they use educational advertising material sent them, 21.3 per cent "Nearly always" use it, 63.4 per cent "Frequently" use it, 14.9 per cent answered "Not as a rule," and .4 per cent "Never" use it.

2. Posters and charts were used most frequently by home economics workers; to be exact, by 97.3 per cent of those returning questionnaires. Booklets were second in frequency of use by all home economists except home demonstration workers, who placed demonstrations second in frequency of use. Consultation service and radio talks are least used at the present time by home economics workers.

3. There was no agreement in regard to the value of different types of educational advertising material except that posters and charts were given highest rank in value by all types of home economics workers except city supervisors, among whom they tied with booklets for greatest value. Booklets ranked second in value by the group as a whole.

4. "Place in hands of individual students for study purposes" ranked first in value but second in frequency among the various uses made of educational advertising material. "Use on bulletin board" ranked second in value but first in frequency or popularity. The two methods receiving lowest ranking in frequency of use and in value were "Use on par with other reference material" and "Use in extra-curricular club activities."

5. Of the 222 home economists answering the question 64.4 per cent stated that they "Never" or do "Not as a rule" use recipes sent out by advertising firms.

6. Two hundred and twenty-seven, or 92.3 per cent, of the 246 answering the question are influenced in their use of recipes by the name of the author and reputation of the company, in contrast to 19, or 7.7 per cent, who state that they are not influenced.

7. Of the 240 home economists answering this question 70.8 per cent do "Not as a rule" or "Never" use lesson plans prepared as educational advertising material.

8. In present practice, educational advertising material is most frequently used in junior and senior high schools.

9. Educational advertising material is rated as first in value for use in senior high schools and second in value for home-makers.

CHAPTER V

EDUCATIONAL VALUE OF ADVERTISING MATERIAL

Values Peculiar to Educational Advertising Material

One of the questions raised relative to educational advertising matter is: "Has it teaching material to offer which cannot be obtained in any other way?" If it has nothing to offer, it is obvious that there are no arguments in favor of its being permitted in schools. To obtain the judgment of home economics workers in the field concerning this important subject, the above question was asked with the request that one or two type examples be given. Table 20 shows the number and per cent of responses of home economics workers relative to values found in educational advertising material which is not obtainable in other ways.

It is interesting to note that 158, or 71.5 per cent, of those answering this question state that educational advertising material has definite values to offer; 63, or 28.5 per cent, feel that such material has nothing to offer which cannot be obtained in other ways. Omitting the rating of city supervisors, from 68 to 78.3 per cent of all types of home economics workers responding report that advertising matter has something to offer which cannot be obtained in other ways. However, nearly half of the city supervisors responding (47.6 per cent) and from one-fourth to one-third of the other types of home economics workers answer the question negatively.

Among the notes which were added, the following give an idea of the important values and materials which home economics workers feel may be obtained from some of the best educational advertising which is available to them. Sometimes the same values are given by different types of home economics workers. In such instances they are repeated since the repetition gives a better picture of the values derived by each type of home economist.

From elementary and junior high school teachers: "Usually

condensed information." "Pattern charts and sewing-machine charts are useful to junior high school girls, since texts for their use are as a rule too advanced for them to understand." "Charts give snappy ideas arranged by experts." "I have several charts which give information which I might get some other way, but it is in an easy form for my junior high girls." "Samples of goods cannot be secured from local stores." "Booklets in color—individual ones for each—also diagrams from plumbing firms." "Some exhibits." "Vision, modern methods."

From senior high schools: "Illustrations, historical facts about the food in usable form." "Budgeting—difficult to get enough suitable material of any kind and almost impossible outside of insurance agencies, etc." "Up-to-the-minute styles in dress accessories." "Up-to-date statistics in certain lines which are not obtainable otherwise; educational value of the thing visualized." "Specific instructions about their particular product." "Some firms employ specialists who get their findings in a very readable form not found in texts." "Correct shoes, posters, and lectures." "New foods; set standards; posters and charts large enough to use before a class." "Detailed information in organized fashion." "Can sizes and grades of canned fruits and vegetables in a form easily available." "Charts for mineral and vitamine content more up to date than you frequently are able to get in a text." "Manufacturing processes, as flour, cotton cloth, cereals, linen material." "Commercial pattern companies—styles for each season; also textiles and other new materials not obtained in textbooks." "Pattern companies help to keep clothing up to date." "Charts on foot health are valuable. Furniture and household goods catalogues tell us what is on the market. Our problem is to *select*."

From normal school and college teachers: "Concise facts, about health, for instance." "Colored meat charts; shoe charts." "Alteration and fitting charts." "Most of it can be obtained, but a teacher could not afford to own much of it if she had to pay for it." "Frequently up to date; large sizes in charts are convenient for group or room; sufficient quantity for individuals in class." "Advertising done by soap concerns; the information is a direct result of laboratory testing." "Advertising firms can afford to send meat charts, etc., free which are beyond the means of high schools to purchase." "Style information, cotton manu-

facture, and other textile material." "Reference material on construction; if teachers had time and money they might be able to get illustrative material." "Equipment data, specifications." "Excellent illustrations; detailed information about certain products." "We use pictures such as charts and various things for color to help girls gain standards of products. This is the chief use we make of material." "Lectures by market men. Material on selection; *e.g.*, gloves." "The form or character rather than the information conveyed makes this material valuable."

From city supervisors: "Good wheat-kernel charts; origin and manufacture of foods such as tapioca, spices, etc." "Latest research information." "It is well set up, and some teachers would never gather the material." "Sometimes, where it is used to create an interest or where material is in foreign languages, especially oriental." "Household furnishings if the shops in community will not coöperate." "Often it gives material in a free form that takes the place of expensive books used for reference. In our high school course called Home Making, required of all girls for graduation, we depend largely on advertising material as a source of illustrative material."

From state supervisors: "Food and textile exhibits." "Small schools have little money available for reference material. Charts help here." "Scientific facts and discoveries are old by the time a book is published." "Demonstrations in special fields and reports of late research work on special products." "Processes in manufacture of materials; pictorial charts showing steps in cookery, etc." "Illustrations of procedure in preparation or making—difficult or expensive to obtain otherwise." "Advantage is in availability and frequency of publications." "No, except new processes or devices not commonly made known to public in early stages—and which could be held from general publication if too highly valued educationally. Most of it uses known facts or easily accessible material to promote sales." "Most printed material could be found in books; but many schools have meager libraries, and this advertising material adds to illustrative and reference material." "Food charts particularly valuable." "The manufacture and analysis of product." "Booklets with cuts of period furniture; also house plans. Very expensive to get it from texts, but we can get advertising book-

lets for \$1 that have excellent illustrations." "Certain dye booklets; latest type of equipment; curtaining."

From home demonstration workers: "Commercial demonstrations and movies." "Style charts, up to date; free samples of foods; material for all purposes." "Swatches of material furnished by firms which would be too expensive to buy." "Construction of shoes for correct footwear from health standpoint." "Colored plates of rooms and pictures showing methods of making curtains which are useful in home-furnishing work. Research work carried on by national associations." "Mechanical construction of household machinery."

The following notes were added by those who feel that advertising does not possess educational material or value which cannot be obtained elsewhere.

From senior high school: "No, but some of it is in a usable and concise form." "It very often supplements textbook material; however, it is presented in a different and usually very attractive form." "If valuable should be based on previous research." "No, but illustrations are exceptions to the above answer."

From normal school and college: "No, excellent booklet on high altitude cookery (Swans Down) could be put out in *Journal of Home Economics*." "Recipes—plenty to be found in good cookbooks."

From city supervisors: "No, but is most available. It is thrust upon us. We would have to work to get the material otherwise. We could make our own charts, posters, etc." "No, but is in more available form."

From state supervisors: "No, material available in other places if time permitted." "No, except in case of use of various types of equipment, etc."

From home demonstration worker: "No, but more easily available."

Thus the consensus from home economics workers is that while not all such material which they receive has educational value, among the worth-while types there is material which they cannot obtain (or at least time and available funds do not permit them to secure) in other ways. Among the most frequently mentioned types of values are the large-size charts showing manu-

facturing processes, health principles, and other phases of home economics, which can be used by a class; booklets giving composition, manufacture, construction, or method of preparation, and those showing the latter in pictorial forms; also colored illustrations, which help to show standards for finished products, *e.g.*, prepared dishes. Costume and textile styles were mentioned as valuable, also budgeting and timely, valuable material which it is difficult to secure elsewhere. The results of late research which are very slowly incorporated in texts and the help that comes from "up-to-the-minute" material were mentioned.

Specific pieces of advertising material, instead of types having educational value, were frequently mentioned. These have been classified, the number indicating how frequently they were mentioned. Lack of frequent mention does not necessarily mean lack of value, but the type may be more expensive, hence less generally available, or it may be a newer method or type. The following list gives the types and frequency of mention of each. A total of 248 was mentioned.

Books and literature	94	Recipes	2
Charts	70	Industrial maps	1
Exhibits	42	Style shows	1
Colored pictures for illustrations	13	Window displays	1
Samples of goods	9	Fashion magazines	1
Results of late research	4	Plumbing diagrams	1
Demonstrations	4	Service bureau sending samples,	
House plans	2	charts, etc.	1
Lectures	2		

Defects or Deficiencies

Most teachers who use commercial advertising material are not slow to mention its value to them; but they also make the statement that they feel the material frequently does not "rise to the occasion" and meet the educational possibilities open to it when the amount of money expended is considered. There is a feeling among home economists that in their work practices are adopted from quality rather than quantity contacts. It is also generally true that the progressive merchant "has come to realize that the buyer is entitled to know the truth about the goods which are offered for sale, that fair prices and substantial

values with honest statements in advertising bring the best good to both buyer and seller.”¹

To the question “Which do you consider the most serious defect or deficiency of educational advertising material?” some were unable to limit themselves to one of the ten defects mentioned, but checked two and in some cases three. The list of defects was compiled from the results of personal conferences with a number of home economists. Table 21 gives types of defects or deficiencies arranged in rank order according to combined totals.

There was little disagreement among the different types of home economics workers concerning the rank order of frequency for the different types of defects or deficiencies mentioned. For the group as a whole and for all types of home economics workers, except elementary, and junior and senior high school teachers, misrepresented scientific truths or half-truths were considered the most serious defect or deficiency. These are more subtle and less easily detected defects and often require more highly trained or specialized persons to discover them. They are more insidious in their effects. “The propagandist too often begins with his conclusions and picks and chooses near-truths or half-facts which help him to establish his cause, his one big idea. Education should aim to get all the facts as far as known and to search for the truth, wherever it may lead.”² “It is a crime against childhood to fill up the mind with the half-truths and near-truths of propaganda, to poison the wells of knowledge from which the child drinks.”³ Exaggerations were considered the most serious defect by elementary junior and senior high school teachers; misrepresented scientific truths or half-truths were second in rank order.

Exaggeration or extensivity seems to be a particular failing of Americans. “We tend to associate superiority in size with superiority in quality. We tend to judge the man with the largest diamond or automobile as the richest one. Americans as a people are almost obsessed by the idea of immensity. They regard it practically as a virtue in itself. The typical American

¹ Allen, Frederick J., “Advertising as a Vocation,” p. 2, The Macmillan Company, 1919.

² Doherty, Agnes E., “Days and Weeks,” *Second Yearbook*, National Education Association, Department of Superintendence, vol. 11, p. 175, 1924.

³ *Ibid.*, p. 180.

TABLE 21
DEFECTS OR DEFICIENCIES ARRANGED IN RANK ORDER FOR COMBINED TOTALS

DEFECT OR DEFICIENCY	NUMBER AND PER CENT OF ANSWERS											
	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPERVISOR		STATE SUPERVISOR		HOME DEMONSTRATION WORKERS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of answers	65	...	104	...	91	...	44	...	86	..	46	..
1. Misrepresented scientific truths, <i>i.e.</i> , half-truths ...	18	27.7	30	28.9	24	26.4	10	22.7	28	32.6	16	34.8
2. Exaggerations	22	33.8	35	33.7	24	26.4	10	22.7	19	22.1	12	26.0
3. Weak or mediocre educational values	10	15.4	22	21.1	23	25.3	11	25.0	17	19.8	7	15.2
4. Slight misstatements	8	12.3	10	9.6	13	14.3	9	20.5	16	18.6	8	17.4
5. Poor set-up	4	6.2	3	2.9	4	4.4	1	2.3	4	4.6	2	4.4
6. Out-of-date material	3	4.6	4	3.8	3	3.3	3	6.8	2	2.3	1	2.2
TOTALS											436	..

Table reads: Of 65 checks made by elementary and junior high school teachers for the most serious defect or deficiency in educational advertising material, 18, or 27.7 per cent, were for misrepresented scientific truths, *i.e.*, half-truths; 30 of 104, or 28.9 per cent, of these checked by senior high school teachers, and so on . . . and a total of 126 of 436, or 28.9 per cent, of those checked by the combined group were for misrepresented scientific truths or half-truths.

city boasts of its vast area, sidewalk mileage, even the amount of its debt for public improvements.”⁴

Even people in the advertising field realize that exaggerations and the use of superlatives have been carried to an extreme. Miss Katharine Fisher, director of Good Housekeeping Institute, made the following statement before the Association of National Advertisers in 1927: “It is too easy to resort to superlatives for the use of which we are almost tired of hearing advertising criticized. It is too easy to make comparative statements. If there is one thing, in my opinion, that we should strive for in keeping advertising from getting into disrepute and from having the searchlight of suspicion turned upon it, it is a *respect for words* and for the understanding of a word on the part of the consumer. In no other way is consumer response kept sensitive to real values, instead of being dulled by unrestrained and extravagant claims that exhaust our vocabulary.”⁵

Thus, the two most serious defects have to do with honesty in statements; yet the wise business man really wishes to tell the truth—otherwise his statement becomes a boomerang. The following statements made by Mr. Herrold in his book, “Advertising for the Retailer,” while made for the public, are true for home economics workers. “Customers are interested in the truth about merchandise. Honesty is the best policy in advertising. Public confidence which results from honest dealings is essential to a store’s success.”⁶ “True and exact descriptions of the merchandise are essential. Do not overstate value of goods.”⁷

“Weak or mediocre educational values” ranked third with all except home demonstration workers, with whom “slight misstatements” ranked third. “Slight misstatements” ranked fourth as most serious defect, “poor set-up” fifth, and “out-of-date material” sixth with the combined group as a whole.

Among the notes listing other defects or deficiencies which had been observed by those answering, we find the following. From elementary and junior high school teachers: “In some cases

⁴ Kitson, Harry D., “The Mind of the Buyer; a Psychology of Selling,” p. 33, The Macmillan Company, 1921.

⁵ Fisher, Katharine A., director of Good Housekeeping Institute, “The Constructive Editing of Advertising from the Standpoint of the Advertiser, Publisher, and Consumer,” unpublished paper given before Association of National Advertisers, November 1, 1927.

⁶ Herrold, Lloyd D., “Advertising for the Retailer,” p. 113, D. Appleton & Company, 1923.

⁷ *Ibid.*, p. 112.

poor standards." "Children unable to understand vocabulary." "Exaggerations of the value of the particular product."

From senior high school teachers: "Repetition of values of thing advertised—not brief and to the point." "The advertisement is made so prominent that the value of the material is almost useless sometimes." "Poorly proportioned recipes." "Recipes often too expensive to be practical." "Flattering overvaluation of own product in order to discredit competing lines." "Because it is advertising material there necessarily must be a certain bias. Linoleum companies employ noted artists to design interiors, yet the effects are not always in good taste."

From normal school and college teachers: "Much repetition." "Too superficial." "Too great an attempt to mold public opinion." "Tendency to lead one to believe that the particular product is much superior to any other of the same or similar type." "Too much material to read at once—not visually interesting." "Misleading due to placing emphasis on one value." "Overemphasis of company or concern advertising. Detracts from educational value." "Strong emotional appeal distorts the truth." "Statements made without scientific backing." "Inaccuracy in English on part of demonstrators."

From city supervisors: "Sometimes biased because whole truth not included, even though statements listed are true." "Usually the material does not come within the means of the family income."

From state supervisors: "Danger in having only one brand represented and overemphasis of product." "Attention needs to be called by teacher to fact that certain product isn't the *only* one." "The type of woman who represents firm is frequently not the type of woman suited to supplement a teacher's time in class—uneducated, poorly informed, poor use of English, and some use *much too much* of cosmetics to stand up before *our girls*."

From home demonstration workers: "Can't recommend one concern where there are several which are reliable." "Should give educational material and not propaganda."

If advertisers only realized that a statement made by Stanley Resor, president of J. Walter Thompson Company, applies not only to advertisers but also to home economics workers, much of the educational advertising material might have greater edu-

cational value for the home economist. "It is necessary to know not only the article itself, and its advantages, but of all the articles with which it is to compete: their advantages in price, quality, reputation."⁸

At the business section of the American Home Economics Association held in Boston, July, 1929, the following are the combined suggestions made by representatives from high school and college home economics teachers, from home-makers, and from home demonstration workers relative to possible ways of improving the usefulness and educational value of commercial educational material:

1. Write for specific age group and type of girls. Since expense of preparation and distribution is so great, the suggestion was made that the material be checked with the group for whom it is planned in order that it may be of maximum value.
2. Continue coördinating charts of styles, fabrics, and color. Particularly helpful for those away from centers.
3. Continue to improve exactness of statements.
4. Use girl rather than mature figure for cut-out figures.
5. Decrease amount of material in one poster.
6. Make material truly educational and backed by research and fact. It is hoped that the amount of research can be increased.
7. Keep teachers informed of new materials in textiles, food, equipment, and along other phases of home economics, which business concerns turn out.
8. Do not give the name of the firm undue prominence. It is felt that the material will sell itself if it has educational value.
9. Plan charts of suitable size for storage and easy handling, as they will result in greater value and use.
10. Broadcast material should contain definite facts and not sentimental entertainment which is not reliable.

A suggestion made by Negro teachers might be added to this list. It is in elaboration of points one and two. They have expressed the need for help with their problems of color, which are decidedly different from those of the white race. Little help and thought have been given to such problems.

⁸ Resor, Stanley, "What the American Association of Advertising Agencies Does to Make Advertising Scientifically More Effective," *J. Walter Thompson News Bulletin*, p. 6, December, 1924.

Testimonials in Educational Advertising Material

Testimonials are a type of advertising which has appeared in only a few instances in educational advertising material. To secure the reaction of home economists toward this new type or possible trend, the following questions were asked: "Are you favorably influenced by testimonials?" "How do you regard the present tendency to include testimonials in educational advertising material—desirable, undesirable?" "Do you know of the organization 'Famous Names, Inc.'?"⁹ No explanation of the last was made, so that if the person answering were uninformed about the organization, this question would in no way bias her answer. Table 22 gives both the number and the per cent of the different types of home economics workers answering the above questions relative to the use and value of testimonials.

Ninety-one and eight-tenths per cent of the group as a whole state that they are not favorably influenced by testimonials. There is little variation in the percentages for the different types of home economics workers on this question, since the lowest per cent is 86.4, in the case of home demonstration workers, and 97.3 for state supervisors.

Two hundred and eight, or 89.2 per cent, of those answering this question consider the use of testimonials in educational advertising material undesirable. There is greater range or variation in the per cent of home economics workers who consider the use of testimonials undesirable than in those who answer negatively on the preceding question: the lowest per cent is 82.1 per cent, in the case of elementary and junior high school teachers, while 100 per cent of state supervisors answering consider testimonials undesirable.

Even among advertising executives one will find a strong sentiment against testimonial advertising. The National Better Business Bureau early in 1929 submitted to approximately 4,600 advertising executives interested in national advertising the question: "Do you believe that the use of purchased testimonials is good for advertising in general?" Of the 904 replies received, 849 were "No." As a result of this study the National Better Business Bureau recommends the elimination of all testimonial

⁹ Chase, Stuart, and Schlink, F. J., "Your Money's Worth," pp. 24, 25, The Macmillan Company, 1928.

TABLE 22
TESTIMONIALS IN EDUCATIONAL ADVERTISING MATERIAL

Question 1. Are you favorably influenced by testimonials?
Question 2. How do you regard the present tendency to include testimonials in educational advertising material? Desirable? Undesirable?
Question 3. Do you know of the organization Famous Names, Inc.?

ANSWER	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPERVISOR		STATE SUPERVISOR		HOME DEMONSTRATION WORKERS		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Question 1														
Total number answering ...	44	...	69	...	53	...	18	...	37	...	22	...	243	...
Yes	4	9.1	8	11.6	3	5.7	1	5.6	1	2.7	3	13.6	20	8.2
No	40	90.9	61	88.4	50	94.3	17	94.4	36	97.3	19	86.4	223	91.8
Question 2														
Total number answering question	39	...	72	...	51	...	21	...	28	...	21	...	232	...
Desirable	7	17.9	10	13.9	4	7.8	1	4.8	..	...	2	9.5	24	10.8
Undesirable	32	82.1	62	86.1	47	92.2	20	95.2	28	100.0	19	90.5	208	89.2
Question 3														
Total number answering question	40	...	74	...	52	...	23	...	37	...	24	...	250	...
Yes	1	2.5	5	6.8	12	23.1	1	4.3	7	18.9	1	4.2	27	12.1
No	39	97.5	69	93.2	40	76.9	22	95.7	30	81.1	23	95.8	223	87.9

advertising that cannot be described as honest and competent.¹⁰ C. Maxwell Tregurtha, editor of *The New Publicity*, an advertising journal published in London, says: "I regard testimonial advertising as the first sign that rot has set in at the agency producing it, or the firm employing it."¹¹ However, Stanley Resor, president of J. Walter Thompson Advertising Company, in an address to the executives of this company defends the use of testimonials and says: "People like to read about other people. . . . Primarily it is true because people understand other people."¹² He says there are three other basic reasons why people like to read about other people. One is curiosity—love of gossip—desire to know how "the other half" lives; a second is the spirit of emulation—we like to copy those whom we deem superior in taste or knowledge or experience; and the third is that people are eternally searching for authority.¹³

Two hundred and twenty-three, or 87.9 per cent, of the 250 answering this question do not know of the organization Famous Names, Inc.¹⁴ A city supervisor who reports that she does not know of the above organization adds, "Have heard of agencies which supply lists of names for advertising purposes." A state supervisor answers, "No, only that names can be purchased 'per thousand'."

For all groups except state supervisors and normal school and college teachers, those answering who know of this organization constitute less than 7 per cent. Eighteen and nine-tenths per cent of state supervisors and 23.1 per cent of normal school and college teachers reporting know of the organization. All who report that they know of the organization state that they are opposed to including testimonials in educational advertising material. Only one person among those who have heard of the organization—a state supervisor—states that she is "sometimes influenced by testimonials."

The following notes were included relative to the question of

¹⁰ "Purchased Testimonials in Advertising," *Bulletin* M-22, pp. 1-4, National Better Business Bureau, Inc., 1929.

¹¹ Kleppner, Otto. "*The Spiral*," p. 2, issued for University Teachers of Advertising and Marketing, September 20, 1928.

¹² Resor, Stanley, "Personalities and the Public, Some Aspects of Testimonial Advertising," *J. Walter Thompson News Bulletin*, p. 1, April, 1929.

¹³ *Ibid.*, pp. 6, 7.

¹⁴ Chase, Stuart, and Schlink, F. J., "Your Money's Worth," pp. 24, 25, The Macmillan Company, 1928.

being influenced by testimonials. "No, amused." "No, but they sometimes arouse my interest." "Don't read them much." "No, unless I know the person." "Not unless signed by someone whose reputation gives confidence." "No, depends on person." "No, unless known." "No, unless by person of scientific reputation." "Yes, from person of good standing."

The following notes were added relative to the desirability or undesirability of including testimonials in educational advertising material. "Undesirable unless by well known authority." "Desirable if the authority named is reputable." "Desirable if by person of scientific reputation." "Undesirable unless by known scientists." "Undesirable—*very*." "Undesirable—many are too general." "Desirable if recognized, qualified persons give them; undesirable when general statement from unknown sources are included." "Sound psychology if dependable." "I haven't come in contact with it much and think it could be objectionable." "Undesirable, I think each teacher should decide value for herself." "Undesirable, merely an effort on part of advertiser to get material across." "Undesirable, a testimonial can always be procured. Is a subtle device to influence buyer." "Undesirable, personally more interested in learning of special merit than what a society leader is supposed to have said about it. If persons or organizations of professional standing endorse products, it might have some weight with me." "Undesirable, I have a feeling people are paid for them, and I prefer to have firm and research workers stand back of material."

Firm Name on Educational Advertising Material

To secure information relative to the value of the name of the firm on educational advertising material and to ascertain whether the prominence of the name on the material affected its value, the following questions were asked: "In your opinion does the name of the firm on educational advertising material make the latter more valuable due to the fact that you feel the firm stands back of its name?" "Does the prominence of the name of the brand or firm on or in the educational advertising material influence the usefulness of the material?" Table 23 gives the number and per cent of the different types of home economics workers answering in the affirmative and in the negative on these two questions.

TABLE 23
BRAND OF FIRM NAME ON EDUCATIONAL ADVERTISING MATERIAL

Question 1. In your opinion does the name of the firm on educational advertising material make the latter more valuable due to fact that you feel the firm stands back of its name?
Question 2. Does the prominence of the name of the brand or firm on or in the educational advertising material influence the usefulness of the material?

ANSWER	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPER- VISOR		STATE SUPER- VISOR		HOME DEM- ONSTRATION WORKERS		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Question 1														
Number answering question	42	...	74	...	52	...	23	...	38	...	25	...	254	...
Yes	41	97.6	68	91.9	47	90.4	21	91.3	35	92.1	22	88.0	234	92.1
No	1	2.4	6	8.1	5	9.6	2	8.7	3	7.9	3	12.0	20	7.9
Question 2														
Number answering question	38	...	66	...	47	...	23	...	38	...	21	...	233	...
Yes	24	63.2	29	43.9	22	46.8	12	52.2	17	44.7	10	47.6	114	48.9
No	14	36.8	37	56.1	25	53.2	11	47.8	21	55.3	11	52.4	119	51.1

On the first question 234, or 92.1 per cent, of those responding answer in the affirmative, *i.e.*, that the brand or firm name on educational advertising material tends to make the material more valuable. Only twenty persons answer the question in the negative; six of them are senior high school teachers and five normal school and college teachers. Thus many home economists agree with Mildred Weigley Wood, State Supervisor of Home Economics in Arizona, in regard to the importance of the brand or firm name, although in her article Mrs. Wood is referring to the brand or firm name on home equipment. "Only products which have met every test which science can devise for quality, durability, and uniformity can be allowed to leave the factories of national advertisers. Their trade-marks are a guaranty that everything has been done to assure perfection of the particular product in question."¹⁵

The following notes which were included throw light on the subject.

From senior high school teachers: "Yes, if I know it to be reliable." "No, there could be no more reliable firm than a certain cereal company. They employ highly trained persons in their Home Economics Department, and while their statements are correct or presented with good authority, the total effect is misleading due to overemphasis. A certain fruit growers' exchange writes a paragraph on vitamins and devotes more than three times as much space to vitamin C as to other vitamins." "No, except in the case of the health material sent out by a certain life-insurance company."

From normal school and college teachers: "Yes, most firms are fairly ethical in their attitude to the trade. Any document signed is more authoritative than if unsigned." "Yes, to some extent." "Depends on how used; often it does."

From state supervisors: "Yes; however, it could be used more frequently in certain localities if this were omitted." "I have personal acquaintance with the advertisers and workers with some of the firms and naturally know what to expect. However, an unknown brand or firm always causes me to examine the material most carefully before using it." "No, too much subtle deception and propaganda nowadays."

¹⁵ Wood, Mildred Weigley, "Selecting Equipment Wisely," *Pictorial Review*, p. 51, May, 1929.

From home demonstration workers: "Depends on firm." "Yes, if in small print." "Yes, if it could be used in Extension, but due to giving publicity to any one concern we cannot use the name of firms."

There seems to have been some misunderstanding of question two, which is shown by the notes which were included. Some who answered thought the question centered about the words "prominence of the name of the brand or firm," while the question which was presented by the writer referred to "the prominence of the brand or firm name *on* or *in* the educational advertising material." Approximately 50 per cent answered in the affirmative, but for the above reason the numerical returns should not be considered reliable. The notes included, however, give an excellent indication of the reaction of home economics workers toward both of these important phases or problems of educational advertising material. The same thought or criticism is sometimes repeated by different types of home economics workers. In many instances these have been included since it gives a better picture of the reactions of each class or type of home economist.

Relative to the question of "the prominence of brand or firm name *on* or *in* the educational advertising material" the following notes were added.

From elementary and junior high school teachers: "Yes, too much attention to it when we want attention to food value, but good to help study brands." "Not allowed to use the trade name." "Material with name of firm cannot be placed in hands of pupils according to a local school ruling." "Material cannot be used if name is too conspicuous because of local ruling; but if principal consents and firm name is inconspicuous it may be used." "Cannot use advertising material."

From senior high school: "Name of firm is made so outstanding that educational material is often put in as secondary in importance." "Overprominence of the name of the brand causes us to feel it necessary to test the accuracy of the statements made." "Detracts from educational points you wish to bring out. Students get the idea that one particular brand has all the advantages brought out instead of the food discussed." "If name of firm is too prominent one feels as though he is advertising instead of educating." "To read the booklet on baby's outfit,

one would think that that type of baby garments were the only correct ones to buy. There are others equally good on the market." "Yes, because of our local restrictions as to advertising matter; the advertisement is made so prominent that the value of the material is almost useless sometimes." "Yes, when name eclipses the real value." "No, the student's assigned problem is to gain knowledge of the food or other topic he is studying, and the name of the firm is little noticed or considered by him unless attention is called to it by the teachers."

From normal school and college: "I use such material only if it is not available in other form. If firm is too prominently or too frequently mentioned, I feel that gives too great emphasis to one firm. If similar material is available from different firms—meat charts—I have several sets in use at one time or on succeeding lessons." "Purpose of use is not to recommend a brand or grade but to illustrate some finding, fact, or truth to be learned. Intended use may be lessened in effectiveness by conspicuous array of name or brand. I think this is difficult to generalize with. Depends on educational function." "Undesirable for it to appear frequently in reading matter—develops distrust due to overadvertising." "Overemphasis of company or concern advertising detracts from educational value." "Sometimes it is in too prominent a place, covering a desirable part." "The more prominent, the less useful." "No, we make general application of material anyway—and pay little attention to the name of brand or firm unless that happens to be a part of the study at hand." "With college work we always discuss dangers and advantages of advertising materials before using, so the name does not matter."

From city supervisors: "If too prominent is usually considered as propaganda only." "Too obvious advertising." "Creates wrong impression." "Detracts attention from the information concerning the product." "One often feels it is just an advertisement." "Pupils feel that the teacher is recommending the brand or firm in question. Better for teachers to be neutral."

From state supervisors: "Some places cannot use material with name on it." "Brand or firm may overshadow the content of the material especially if repeated frequently." "Too much advertising—bad for use." "One must avoid appearance of promoting one product to exclusion of others." "If name rather

than educational value is dominant, advise discarding its use in hands of pupils or on bulletin boards."

From home demonstration workers: "If great prominence is given to name or brand, women seem to question whether the motive of firm is really educational." "Name of firm makes material non-usable to extension organization." "Advertising material sent out for use by home-makers should in my opinion be strictly educational." "Puts emphasis in wrong place. Our chief interest in using the material is for its educational value and not as an advertisement." "We do not permit advertising of any one company."

Home economics workers, like the public generally, are influenced by the name of the brand or firm if the prominence or prestige which it has received is the outgrowth of quality and reliability. "Merchandise without a trade-mark lacks backing."¹⁶ According to Mahin in his work on advertising, "Trade-mark fixes responsibility. The manufacturer knows he must make good on the standard which he has established. . . . A trade-mark on merchandise invests it with added value in the purchaser's mind because we associate trade-marks with the creation and maintenance of quality standards."¹⁷ However, "brand familiarity, as far as general publicity is concerned, depends upon the strength and extensiveness of the advertising. There are, of course, other influences which must be reckoned with, such as quality, price, use."¹⁸

The following notes bear out the above statements.

From elementary and junior high school teachers: "Yes, association of name and fact." "The more reliable the firm, usually the more reliable the information." "If you know the brand or firm to be good in some products they usually are in all." "Commercial success may in some cases indicate value. Ties up with out-of-school experience." "I believe in selecting foods by brand or firm for uniformity or grade of products." "Not to a great extent. Would be more apt to choose a more widely advertised product than a new product on the market." "Advertising material sent out by companies who sell to local

¹⁶ Mahin, John Lee, "Advertising; Selling the Consumer," p. 249, Doubleday, Doran & Co., Inc., 1919.

¹⁷ *Ibid.*, pp. 250, 252.

¹⁸ Donovan, Howard McCormick, "Advertising Response," p. 12, J. B. Lippincott Company, 1924.

stores is most valuable." "If the concern has a Home Economics Adviser of Educational Department, I feel it is much more usable in our classes, because they seem to apply material better to our teaching and are not so much an *advertising* project."

From senior high school: "If it is a well-known firm." "I feel more justified in giving time for trying out new products put out by firms which I know to be reliable." "A reliable firm should be expected to give out reliable information." "In vocational work we teach selection, and standard brands are always best." "I always try to emphasize that the product though good need not necessarily be considered the only good product of its type." "The girls are more interested and are sometimes curious." "In the knowledge of each having been tested before the advertisement was accepted. Some institutes and magazines have such testing laboratories. Some firms have trained, responsible men and women to write their articles. These are given preference." "No, the facts are what I am after." "Not if used with critical scientific attitude." "Not necessarily unless as basis of comparison with other brands."

From normal schools and colleges: "A reliable company of long standing and good reputation wishes to continue successfully in business, hence must measure up well in producing goods as advertised." "Firms with a good reputation are apt to exercise more care in the preparation of material." "Bears the weight of manufacturing standards of a scientific character often." "Gives the student confidence." "Familiarity with a name seems to give some confidence which is not justifiable." "Not unless we happen to know the real value in the goods and the reputation of a well-known firm." "Not as we use it ordinarily. It would with such materials as silk, etc."

From city supervisors: "Likely to be more accurate if a firm of good standing." "Reliable firms inspire confidence." "Only that certain firms have built up a reputation for quality and stand back of their product. I believe the same will hold true of advertising material." "It should influence the teacher's choice but would have little influence upon pupils."

From state supervisors: "If it is an established firm, you know that it is probably reliable in standing back of its statements." "When the firm is one which has employed a well-

trained, qualified educational director." "Students are more interested in products with which they are familiar." "It should enable students of advertising to learn to evaluate the products of the company." "Many times accepted on face value without investigation as to real value."

From home demonstration workers: "One of the most prominent milk brands is of least value on account of misstatements and exaggeration in so-called scientific facts." "Well-known brands of known excellence give confidence in the material and results." "No, you should be able to judge subject matter yourself."

Removal of Brand or Firm Name

The results of the question asked relative to the removal of the name of the brand or firm from educational advertising material are shown in Table 24.

Of 251 responding to this question, 198, or 78.8 per cent, do "not as a rule" or "never" remove the name of the brand or firm from educational advertising material. Of the remaining 53 persons answering who "nearly always" or "frequently" remove the name, the highest per cent was among city supervisors, of whom 45.4 per cent "nearly always" or "frequently" remove the name. The second highest per cent was among elementary and junior high school teachers, of whom 40.4 per cent do so.

Among the 53 who reported that they "nearly always" or "frequently" remove the name from educational advertising material, 32 reported local laws and 4 reported state laws regulating the use of such material. As one of the above reported both state and local laws, there is a total of 35 persons, or 66 per cent, of the 53 persons who reported that they "nearly always" or "frequently" remove the name from such material, who are influenced in their use of advertising material by state or local laws or both. (See Chap. IX, pp. 133, for a discussion of laws regulating the use of educational advertising material.)

The Purchase of Educational Advertising Material by Home Economics Workers

There is a charge for the educational advertising material put out by some firms, especially exhibits and other types of adver-

TABLE 24
REMOVAL OF BRAND OR FIRM NAME FROM EDUCATIONAL ADVERTISING MATERIAL

ANSWER	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPER- VISOR		STATE SUPER- VISOR		HOME DEM- ONSTRATION WORKERS		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total number answering question	42	...	74	...	53	...	22	...	35	...	25	...	251	...
Nearly always	8	19.0	7	9.5	1	1.9	7	31.8	1	2.9	2	8.0	26	10.4
Frequently	9	21.4	6	8.1	2	3.8	3	13.6	4	11.4	3	12.0	27	10.8
Not as a rule	13	31.0	34	45.9	22	41.5	6	27.3	25	71.4	12	48.0	112	44.6
Never	12	28.6	27	36.5	28	52.8	6	27.3	5	14.3	8	32.0	86	34.2

tising which are more expensive to prepare. Some firms charge a nominal sum which in no way covers the cost of preparation, but which is calculated to discourage some who might send for material or too much material chiefly because it is obtainable without charge. All firms feel, and rightly, that when they invest large amounts of money, they should receive value for such money, at least to the extent that the material shall go *only* to those who are really interested in using it educationally.

In Table 25 are given the number and per cent of home economics workers answering, in the affirmative and in the negative, the following question: "Does your home economics department ever pay for educational advertising material put out by firms?"

Of the 242 home economics workers answering this question 85, or 35.1 per cent, sometimes pay for educational advertising material; 59.4 per cent of state supervisors, 44.2 per cent of normal school and college teachers, and 36.8 per cent of the city supervisors reporting sometimes pay for such material.

Many home economics departments are limited in their budget for supplies and equipment, in many cases being restricted to definite types which they may purchase. This may be a reason why approximately only a third of those answering sometimes purchase educational advertising material. It may also account for the fact that a larger per cent of those in administrative positions, such as city and state supervisors, report that they sometimes pay for such material. In some cities the purchasing of supplies and equipment is done entirely by the city supervisor. This fact may be one of the reasons for the low per cent of elementary and junior high school teachers purchasing such material, since only 22.2 per cent of this group stated that they sometimes pay for educational advertising material. A second reason for the low per cent of home economics workers purchasing such materials is their lack of knowledge of the source of such materials. The restrictions placed by local or state laws constitute a third reason. By implication, the lack of purchasing of educational advertising material might be claimed a true basis for estimating the real value set upon it—were it more highly valued would not ways be found to purchase it? This is only partially true, since the above-mentioned factors very materially affect the situation.

TABLE 25
THE PURCHASE OF EDUCATIONAL ADVERTISING MATERIAL BY HOME ECONOMICS WORKERS

ANSWER	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPER- VISOR		STATE SUPER- VISOR		HOME DEM- ONSTRATION WORKERS		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total number answering ques- tion	45	...	72	...	52	...	19	...	32	...	22	...	242	...
Yes	10	22.2	23	31.9	23	44.2	7	36.8	19	59.4	3	13.6	85	35.1
No	35	77.8	49	68.1	29	55.8	12	63.2	13	40.6	19	86.4	157	64.9

The following notes were added relative to this question. From junior high school: "If it seems worth while." From senior high school: "Only transportation charges." "Only some recipe boxes." From normal school and colleges: "Nominal amount as for transportation." "If very outstanding." From city supervisors: "Department does not. Students do." From state supervisor: "Not that I ever heard of, unless it might be rather expensive exhibits sold for a very small cost." "Children buy them." From home demonstration worker: "Extension does not."

Factors Which Influence Home Economics Workers' Judgment of Educational Advertising Material

Many factors enter into a judgment of the value of anything; but perhaps the three which most influence the home economics workers' judgment of educational advertising material are: the author or sponsor, thought content, and adaptability to use. In the questionnaire sent out, those who answered were asked to rank these 1, 2, and 3, in order of importance, number 1 being most important. Table 26 shows the rank order value of the above three factors' influence on the various types of home economics workers' judgments of educational advertising material. Table 27 shows the relative influence of these three factors on the judgment of educational advertising material by the various types of home economics workers.

TABLE 26

FACTORS WHICH INFLUENCE HOME ECONOMICS WORKERS' JUDGMENTS OF EDUCATIONAL ADVERTISING MATERIAL ARRANGED IN RANK ORDER VALUE

FACTOR	RANK ORDER VALUE						Total
	Elementary and Junior High School	Senior High School	Normal School and College	City Supervisor	State Supervisor	Home Demonstration Workers	
Adaptability to use.....	1	1	1	1½	1	1	1
Thought content.....	2	2	2	1½	2	2	2
Author or sponsor.....	3	3	3	3	3	3	3

All types of home economics workers reporting, except city supervisors, ranked adaptability to use of first importance in

TABLE 27
FACTORS WHICH INFLUENCE HOME ECONOMICS WORKERS' JUDGMENT OF EDUCATIONAL ADVERTISING MATERIAL

Factor	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPER- VISOR		STATE SUPER- VISOR		HOME DEM- ONSTRATION WORKERS		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total number answering ques- tion	41	...	68	...	44	...	22	...	36	...	23	...	234	...
Ranking of 1														
Adaptability to use	27	65.9	42	61.8	19	43.2	10	45.4	16	44.4	12	52.2	126	53.9
Thought content	11	26.8	21	30.9	18	40.9	8	36.4	15	41.7	5	21.7	78	33.3
Author or sponsor	3	7.3	5	7.3	7	15.9	4	18.2	5	13.9	6	26.1	30	12.8
Ranking of 2														
Thought content	22	53.6	42	61.7	20	45.4	8	36.4	19	52.8	13	56.5	124	53.0
Adaptability to use	12	29.3	18	26.5	19	43.2	10	45.4	15	41.7	8	34.8	82	35.0
Author or sponsor	7	17.1	8	11.8	5	11.4	4	18.2	2	5.5	2	8.7	28	12.0
Ranking of 3														
Author or sponsor	31	75.6	55	80.9	32	72.7	14	63.6	29	80.6	15	65.2	176	75.2
Thought content	8	19.5	5	7.3	6	13.6	6	27.3	2	5.5	5	21.7	32	13.7
Adaptability to use	2	4.9	8	11.8	6	13.6	2	9.1	5	13.9	3	13.1	26	11.1

Table reads: Of the 41 elementary and junior high school teachers reporting, 27, or 65.9 per cent, rank adaptability to use as of first im-
portance in influencing them in their judgment of educational advertising material; 42, or 61.8 per cent, of the 68 senior high school teachers
reporting, and so on . . . and 126, or 53.9 per cent of the 234 home economics workers reporting, place adaptability to use first in importance
in influencing them in their judgment of educational advertising material.

influencing their judgment of educational advertising material; thought content was ranked second; and author or sponsor third. Adaptability to use and thought content tied for first place in importance with city supervisors, and author or sponsor ranked third.

From Table 26, showing rank order value, one might gain the impression that there was close agreement. Nevertheless there was considerable difference of opinion, since for the group as a whole only 53.9 per cent gave adaptability to use first rank in importance. Elementary and junior high school teachers and senior high school teachers definitely consider this first in importance; between 61 and 66 per cent of each of these two groups ranked it first. Less than 50 per cent, *i.e.*, between 43 and 45.5 per cent, of the normal school and college teachers, state supervisors and city supervisors ranked adaptability to use first in importance.

Thought content was ranked second in importance by 53 per cent of the group as a whole; 36.4 per cent of the city supervisors ranked it second; while in the case of senior high school teachers 61.7 per cent ranked it second. With city supervisors it tied for first ranking with adaptability to use.

There was far closer agreement in placing author or sponsor third in importance, since 75.2 of the total group gave it this ranking. The lowest per cent giving author or sponsor third ranking was 63.6 per cent in the case of the city supervisors, while 80.6 per cent and 80.9 per cent of the state supervisors and senior high school teachers, respectively, gave it third in ranking.

Sixteen persons did not rank the three factors as suggested. Six of them checked only adaptability to use, one only author, and one only thought content; two marked both adaptability to use and thought content first, and author or sponsor second; one marked both adaptability to use and author first; one marked adaptability to use first and thought content second; and four marked all three factors but with no differentiation.

The value of material is one of the chief concerns of the home economics worker as well as of the consumer. In this case the former has perhaps more definitely associated value of educational advertising material with adaptability to use and con-

tent. This is brought out in some of the following notes which were included.

From senior high school: "Anything valuable can be made adaptable." "Author or sponsor is no doubt important, but even good authority is not such *good authority* when employed by a commercial concern compared with a neutral institution."

From normal school and college: "Adaptability largely dependent on thought content." "I never look far if author is questionable."

From city supervisors: "If thought content is good and it is suitable, the author must be all right. These are so dependent upon each other." "Material may often be made adaptable if worthy and of reliable authorship." "Content usually can be obtained elsewhere, but often it is in usable form."

From state supervisors: "Author or sponsor is judged by other two." "Not that thought content is less important but author or sponsor and adaptability should be considered."

Summary

1. That educational advertising material has teaching material to offer that cannot be obtained in any other way is affirmed by 71.5 per cent of the 221 home economics workers responding to this question.

2. Among the types most frequently mentioned as of particular value are charts, booklets and other literature, exhibits, colored pictures for illustration, samples, results of recent research, and demonstrations.

3. Misrepresented scientific truths or half-truths, exaggerations, and weak or mediocre educational values are the three most serious defects or deficiencies of educational advertising material, according to the combined group of home economics workers.

4. Of the combined group 91.8 per cent of the 243 answering state that they are not favorably influenced by testimonials; 89.2 per cent consider the use of testimonials undesirable in educational advertising material.

5. Two hundred thirty-four, or 92.1 per cent, of the 254 answering state that in their opinion the name of the firm on educational advertising material makes the latter more valuable.

6. There seems to have been some misunderstanding of the

question, "Does the name of the brand or firm on or in the educational advertising material influence the usefulness of the material?" Some who answered thought the question centered about the words "prominence of the name of the brand or firm"; while the question presented referred to the prominence of the brand or firm name *on* or *in* the educational advertising material. Approximately 50 per cent answered in the affirmative; but because of the incorrect reading of the question, the numerical results cannot be considered reliable. However, the notes included give an excellent indication of the reaction of home economics workers toward the question submitted. The prominence of the name of the producer or the trade name of the product *on* or *in* the educational advertising material definitely affects its value educationally. The material is of less educational value if the name is too prominent, since for this reason the material frequently cannot be used, or if used a too prominent name detracts attention from the educational features of the material.

7. One hundred and ninety-eight, or 78.8 per cent, of the 251 answering, do "not as a rule" or "never" remove the name of the brand or firm from educational advertising material.

8. Thirty-five of the 53 home economics workers who "nearly always" or "frequently" remove the name of the brand or firm report either local or state laws, or both, requiring that this be done before using the material in schools.

9. Sixty-four and nine-tenths per cent of the 252 answering never pay for educational advertising material put out by firms.

10. "Adaptability to use" ranked first, "thought content" second, and "author or sponsor" third in influencing home economics workers' judgment of educational advertising material.

CHAPTER VI

PURPOSES OF EDUCATORS IN USING EDUCATIONAL ADVERTISING MATERIALS

Data were given in Chapter IV showing that home economics workers in the United States are using various types of educational advertising material, and also showing the types which they consider most valuable in their work. To find out how this material was being used and which methods had proved most valuable, the following question was asked: "Why do you use such material?" The directions read: "Check once the aims or reasons for using; check twice the most important reasons or aims." Table 28 shows the purposes of educators in using educational advertising materials, with the number and also the per cent answering for each type of home economics worker. The various purposes or aims in using are arranged in rank order for frequency of combined totals. Table 29 also gives purposes of educators in using educational advertising materials; but instead of giving number and per cent answering for each type of purpose or aim, a rank value has been given in each case with the table arranged in rank order for frequency of combined totals as in Table 26. The results of Tables 28 and 29 will be discussed together.

Differences in the aims or purposes of the different types of home economics workers are to be expected in using educational advertising material because of the different age levels of those whom they are teaching. However, with one exception the aims "For illustration purposes" and "To add interest to class work" received in frequency a rank value of first and second, respectively, with all types of home economics workers. The one exception was in the case of home demonstration workers with whom "To add interest to class work" tied for fourth in frequency with "To stimulate or motivate new interest." Two hundred and thirty-seven, or 91.1 per cent, of the 260 reporting give "For illustration purposes" as an aim

TABLE 28
PURPOSES OF EDUCATORS IN USING EDUCATIONAL ADVERTISING MATERIALS, ARRANGED IN RANK ORDER FOR FREQUENCY OF
COMBINED TOTALS

PURPOSE	NUMBER AND PER CENT ANSWERING											
	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPERVISOR		STATE SUPERVISOR		HOME DEMONSTRATION WORKERS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total number answering questionnaire	44	...	73	...	53	...	25	...	40	...	25	...
For illustration purposes	40	90.9	65	89.0	51	96.2	20	80.0	37	92.5	24	96.0
To add interest to class work	37	84.0	63	86.3	45	84.9	19	76.0	36	90.0	15	60.0
To stimulate or motivate new interest	36	81.8	51	69.9	34	64.1	16	64.0	32	80.0	15	60.0
To make available illustrative material teacher has no time to prepare	27	61.4	41	56.1	36	67.9	15	60.0	34	85.0	20	80.0
For information or consumer facts	18	40.0	46	63.0	38	71.7	14	56.0	30	75.0	17	68.0
To keep up to date in work ..	32	72.7	50	68.5	22	41.5	11	44.0	28	70.0	13	52.0
To develop critical response to advertising	17	38.6	45	61.6	38	71.7	13	52.0	30	75.0	10	40.0
To aid limited school budget	17	38.6	31	42.4	29	54.7	6	24.0	29	72.5	9	36.0
Because children enjoy it	22	50.0	35	47.9	18	34.0	9	36.0	21	52.5	6	24.0
For scientific facts and purposes	15	34.0	34	46.6	15	28.3	7	28.0	14	35.0	9	36.0
											94	36.1

Table reads: Of 44 elementary and junior high school teachers returning questionnaires, 40, or 90.9 per cent, state that one of their purposes or aims in using educational advertising material is "For illustration purposes"; 65, or 89 per cent, of 73 senior high school teachers reporting; and so on ... and 237 of 260, or 91.1 per cent, of the total number of home economics workers reporting, give "For illustration purposes" as one of their reasons for using educational advertising material.

TABLE 29

PURPOSES OF EDUCATORS IN USING EDUCATIONAL ADVERTISING MATERIALS,
SHOWING RANK ORDER VALUE FOR FREQUENCY FOR THE DIFFERENT
TYPES OF HOME ECONOMICS WORKERS

PURPOSE	RANK VALUE						Total
	Ele- mentary and Junior High School	Senior High School	Nor- mal School and Col- lege	City Super- visor	State Super- visor	Home Demon- stration Workers	
For illustration pur- poses.....	1	1	1	1	1	1	1
To add interest to class work.....	2	2	2	2	2	4½	2
To stimulate or moti- vate new interest.....	3	3	6	3	4	4½	3
To make available illus- trative material teacher has no time to prepare.....	5	7	5	4	3	2	4
For information or con- sumer facts.....	7	5	3½	5	5½	3	5
To keep up to date in work.....	4	4	8	7	8	6	6
To develop critical re- sponse to advertising.	8½	6	3½	6	5½	7	7
To aid limited school budget.....	8½	10	7	10	7	8½	8
Because children enjoy it.....	6	8	9	8	9	10	9
For scientific facts and purposes.....	10	9	10	9	10	8½	10

Table reads: "For illustration purposes" ranks first in frequency of use as a purpose of using educational advertising material by elementary and junior high school teachers, senior high school teachers, and so on . . . and for the combined group as a whole.

or purpose in using educational advertising material, while 215, or 82.7 per cent, give "To add interest to class work."

"To stimulate or motivate new interest" was given as an aim or purpose by 194, or 74.6 per cent, of the 260 reporting. It ranked third in frequency with all but home demonstration workers, state supervisors, and normal school and college teachers, with the third group ranking sixth in frequency.

"To make available illustrative material teacher has no time to prepare" ranked fourth in frequency by the group as a whole and was given as an aim or purpose by 173, or 66.5 per cent

of those reporting. With senior high school teachers it ranked seventh in frequency, with elementary, junior high school, and normal school and college teachers fifth, while with home demonstration workers it ranked second in frequency.

"For information or consumer facts" ranked fifth in frequency for the combined group, with 163, or 62.7 per cent of the group, giving this as an aim or purpose. With home demonstration workers it was a more frequent aim, since it ranked third and tied for third with normal school and college teachers; but with elementary and junior high school teachers it ranked seventh in frequency.

"To keep up to date in work" ranked sixth in frequency; 156, or 60 per cent of those reporting, list this as an aim or purpose. However, with elementary, junior high, and senior high school teachers it ranked fourth in frequency, while with normal school and college teachers and state supervisors it ranked eighth.

"To develop critical response in advertising" ranked seventh in frequency as an aim or purpose with 153, or 58.8 per cent, listing it. With normal school and college teachers it tied for third, and with state supervisors it tied for fifth, in both cases tying with "For information or consumer facts."

"To aid limited department budget," "Because children enjoy it," and "For scientific facts and purposes" ranked eighth, ninth, and tenth, respectively, in frequency, and were used by 46.5 per cent, 42.7 per cent, and 36.1 per cent, respectively. "To aid limited department budget" ranked tenth in frequency instead of eighth by high school teachers and city supervisors. "Because children enjoy it" ranked sixth in frequency with elementary and junior high school teachers, instead of ninth for the group as a whole.

Frequency of aim or purpose in using educational advertising material may not necessarily be in direct relation to the importance of that aim or purpose. Because of this possible situation, home economics workers reporting were asked to *check twice* the most important reasons or aims in using such material. Table 30 gives the aims or purposes for using such material arranged in rank order of importance or value of such aims or purposes as indicated by the combined totals. Table 31 also gives the aims or purposes in using such material; but instead of giving the number and per cent answering for each type of purpose or aim,

PURPOSES OF EDUCATORS IN USING EDUCATIONAL ADVERTISING MATERIALS, ARRANGED IN RANK ORDER OF IMPORTANCE OR VALUE OF AIM AS INDICATED BY COMBINED TOTALS

PURPOSE	NUMBER AND PER CENT ANSWERING											
	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPERVISOR		STATE SUPERVISOR		HOME DEMONSTRATION WORKERS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total number answering questionnaire	44	...	73	...	53	...	25	...	40	...	25	...
For illustration purposes	24	54.5	35	47.9	34	64.1	11	44.0	23	57.5	17	68.0
To add interest to class work	18	40.9	41	56.1	14	26.4	9	36.0	17	42.5	4	16.0
To develop critical response to advertising	10	22.7	27	37.0	23	43.4	4	16.0	17	42.5	4	16.0
To stimulate or motivate new interest	19	43.2	22	30.1	11	20.8	6	24.0	11	27.5	5	20.0
To make available illustrative material teacher has no time to prepare	4	9.0	10	13.7	9	17.0	1	4.0	14	35.0	11	44.0
To keep up to date in work ..	6	13.6	21	28.8	6	11.3	2	8.0	9	22.5	2	8.0
For information or consumer facts .....	..	...	8	10.9	17	32.1	3	12.0	9	22.5	7	28.0
To aid limited school budget	2	4.5	12	16.4	11	20.8	1	4.0	9	22.5	4	16.0
Because children enjoy it	5	11.4	6	8.2	1	1.9	4	16.0	6	15.0	3	12.0
For scientific facts and purposes	6	13.6	6	8.2	3	5.7	1	4.0	3	7.5	1	4.0

Table reads: Of 44 elementary and junior high school teachers returning questionnaires, 24, or 54.5 per cent, check "For illustration purposes" as one of their most important reasons or aims in using educational advertising materials; 35 of 73, or 47.9 per cent, of the senior high school teachers reporting, etc. . . . and 144, or 55.4 per cent, of the 260 home economics workers returning questionnaires give "For illustration purposes" as one of their most important reasons or aims for using educational advertising material.

TABLE 31

PURPOSES OF EDUCATORS IN USING EDUCATIONAL ADVERTISING MATERIALS,
SHOWING RANK ORDER VALUE FOR IMPORTANCE OF PURPOSE AS
INDICATED BY COMBINED TOTALS

PURPOSE	RANK VALUE						
	Ele- mentary and Junior High School	Senior High School	Nor- mal School and Col- lege	City Super- visor	State Super- visor	Home Demon- stration Workers	Total
For illustration purposes	1	2	1	1	1	1	1
To add interest to class work.....	3	1	4	2	2½	6	2
To develop critical re- sponse to advertising.	4	3	2	4½	2½	6	3
To stimulate or moti- vate new interest....	2	4	5½	3	5	4	4
To make available illus- trative material teacher has not time to prepare.....	8	7	7	8	4	2	5
To keep up to date in work.....	5½	5	8	7	7	9	6
For information or con- sumer facts.....	..	8	3	6	7	3	7
To aid limited school budget.....	9	6	5½	8	7	6	8
Because children enjoy it.....	7	9½	10	4½	9	8	9
For scientific facts and purposes.....	5½	9½	9	8	10	10	10

Table reads: "For illustration purposes" ranks first in importance or value as a purpose or aim in using educational advertising material by elementary and junior high school teachers, second by senior high school teachers, and so on . . . and first for the combined group.

a rank value has been substituted, with the table arranged in rank order for importance of aim or purpose as indicated by combined totals.

"For illustration purposes" and "To add interest to class work" ranked first and second, respectively, with the combined group as the most important aims or purposes in using educational advertising material. These ranked the same in frequency of use. However, 144, or 55.4 per cent, of the 260 home economics workers ranked "For illustration purposes" an important aim or purpose while only 103, or 39.6 per cent, ranked "To add

interest to class work" as an important aim. There was wide variation in the importance of the latter aim; senior high school teachers gave it first rank while with home demonstration workers it ranked sixth. This aim may have been ranked low in importance with home demonstration workers because their work is not organized into formal class work but is more an informal, irregular grouping.

"To develop critical response" was considered an important aim by 85, or 32.7 per cent of the group as a whole. Normal school and college teachers and state supervisors considered it more important than the combined group or the other types of home economics workers, since 43.4 and 42.5 per cent, respectively, considered it an important purpose or aim.

"To stimulate or motivate new interest" was considered an important aim or purpose by 74, or 28.5 per cent of those reporting. However, 43.2 per cent of elementary and junior high school teachers reporting considered it important enough to give a rank value of two.

"To make available illustrative material teacher has no time to prepare," "To keep up to date in work," "For information or consumer facts," and "To aid limited school budget" were all considered important aims or reasons by less than 20 per cent of the total group reporting. "Because children enjoy it" and "For scientific facts and purposes" were considered important by less than ten per cent. However, 35 per cent of state supervisors reporting and 44 per cent of home demonstration workers considered "To make available illustrative material teacher has no time to prepare" an important aim, although only 18.8 per cent of the group as a whole considered it important. "To keep up to date in work" was considered an important aim by 28.8 per cent of senior high school teachers reporting, although only 17.7 per cent of the group as a whole considered it important. "For information or consumer facts" was not considered important by any of the elementary and junior high school teachers reporting, although 32.1 per cent of normal school and college teachers and 28 per cent of home demonstration workers, as compared to 16.1 per cent of the group as a whole, consider it important.

Table 32 compares the rank order value for frequency of aim or purpose as indicated by combined totals in Table 29 and the

rank order value for importance of method as indicated by combined totals, Table 31.

TABLE 32

COMPARISON OF RANK ORDERS FOR FREQUENCY AND FOR IMPORTANCE OF AIMS OR PURPOSES OF HOME ECONOMICS WORKERS IN USING EDUCATIONAL ADVERTISING MATERIAL

PURPOSE	RANK ORDER VALUE FOR FREQUENCY OF AIM OR PURPOSE AS INDICATED BY COM- BINED TOTALS, TA- BLE 29	RANK ORDER VALUE FOR IMPORTANCE OF AIM OR PURPOSE AS INDICATED BY COM- BINED TOTALS, TA- BLE 31
For illustration purposes	1	1
To add interest to class work	2	2
To stimulate or motivate new interest	3	4
To make available illustrative ma- terial teacher has no time to pre- pare	4	5
For information or consumer facts ..	5	7
To keep up to date in work	6	6
To develop critical response to adver- tising	7	3
To aid limited school budget	8	8
Because children enjoy it	9	9
For scientific facts and purposes	10	10

There is agreement of rank order for *frequency of aim or purpose* and rank order value for *importance of aim or purpose* as indicated by combined totals in all but four cases. "To stimulate or motivate new interest" received rank order value of three in frequency but four in value or importance of aim; "To make available illustrative material teacher has no time to prepare," a rank order value of four for frequency but five in value or importance of aim; "For information or consumer facts," a rank order value of five for frequency but seven in importance of aim; and "To develop critical response to advertising" a rank order value of seven in frequency but with three for importance or value. This shows that the last aim or purpose was considered of much more importance than its frequency of checking would indicate.

The following notes were added relative to the purposes of educators in using advertising materials.

From elementary and junior high school teachers: "To give subject matter not found in textbooks." "Stimulates interest in magazines, through which children find other worth-while inter-

ests." "To act as an Americanization factor in building background for girls from foreign homes and living in foreign sections."

From senior high school teachers: "To serve as a check on materials after we try them out in the laboratory." "Gives more variety in some lessons." "For clarifying purposes." "Only place ordinary teacher has access to some material, where libraries of school and city are poor." "Children always take something new home and discuss it." "Because material fits in with the lesson being taught."

From normal school and college teacher: "To bring to attention of student teachers the available free or inexpensive teaching helps for their work in high school."

From home demonstration worker: "Enlarges on reference material."

Aims of Firms Preparing Educational Advertising Material

The aims or purposes of the firms preparing educational advertising material may differ very materially from those of the home economics worker using such material. For this reason it seemed of interest to present the other side and include a short discussion of the aims or purposes of those preparing such material. The National Education Association's Committee on Propaganda in the Schools in its report presented at Atlanta, Georgia, July, 1929, discussed this subject from its various angles. The author quotes from their report.

"Among the outside influences which are seeking access to the schools there are doubtless those which are actuated by the whole range of human motives from the most sordid commercialism to the loftiest altruism. A final classification of propaganda agencies in terms of the motives which actuate them would doubtless be of great value and interest. It is not feasible to make such a classification because:

1. It is not always possible to discover the true motive of propaganda. Most agencies would like to be considered altruistic whatever may be their true motive.
2. The motives which actuate propaganda agencies are often mixed. The desire to sell more of a certain commodity may be accompanied by a sincere wish to improve the general welfare.
3. Even when the agency in question is well known by works and reputation, competent observers will not agree as to what motive actuates it.

"Although recognizing these difficulties, the committee believes that a tentative classification will be useful in clarifying thinking and offers for consideration the following list of propaganda influences and agencies.

"First, there is a large group of concerns whose motives are frankly commercial. They may wish to use the schools for commercial purposes by:

1. Securing publicity for their trade name or product.
2. Selling their product to the children, teachers, parents, or school system. The commercial group may be further subdivided according to the type of goods or services for sale, *e.g.*, foods, textiles, insurance, electricity, machinery, etc.

"While it is doubtless true that individual commercial concerns, under the stress of intense competition, will thoughtlessly attempt to use the schools for personal gain, it should not be assumed that such practices would generally be approved by thoughtful business men. On the contrary, school authorities will find that local better business bureaus will, when the issues involved are made clear to them, refuse to countenance for a moment any invasion of the public schools.

"The United States Chamber of Commerce a year ago registered itself on this subject in a resolution which read: 'American business is jealous of its good name and insists upon protecting its professional status by the maintenance of the highest standards, and intends scrupulously to discharge its collective responsibilities. Chief among such responsibilities is that of purging business of all those who indulge in commercial and political corruption, and through resort to unclean or unworthy practices bring business into disrepute and shock the sensibilities of all decent citizens.'"^{1, 2}

The other three classes of outside influence named in the above report are professional, patriotic associations, and agencies, and lastly there are influences which may be classified as humanitarian, civic, or welfare organizations. Since the last three mentioned do not deal specifically with the subject in hand, they are merely mentioned.

¹ Guide Posts of Business, Resolutions Adopted by the Sixteenth Annual Meeting of the Chamber of Commerce of the United States," *Nation's Business*, 16:19, June 5, 1928.

² "Report of the Committee on Propaganda in the Schools," pp. 12-14, presented at the Atlanta Meeting of the National Education Association, July, 1929.

Thus it is evident that a large number and variety of efforts are being made toward introducing outside material into the schools. The various firms and organizations wishing to use the schools are actuated by a wide range of motives.

While the indirect effect of using educational advertising materials to secure ultimately a larger sale of a given product may be the motive of the producer, the immediate and direct effect may at the same time be educational and thoroughly wholesome. The ultimate motive of a firm preparing educational advertising material on fruits or milk probably includes the expectation of later increased sales of fruit or milk; but there is a general need for increase in the use of fruit and milk in the dietaries of American homes for health reasons. If the use of scientifically valid material prepared by the advertiser helps to improve dietaries a social-welfare purpose is achieved. The ultimate motive of a large life-insurance company which prepares much excellent health material available to schools, to policy holders, and even to those not policy holders is probably benefit from the extension of life among people generally. However, the improvement of health is a direct and social-welfare value derived from the high type of educational advertising put out by this insurance company. The firms whose educational advertising materials have helped to bring about such results receive a reward for themselves and at the same time contribute to social well-being without the slightest misrepresentation or the slightest injury to anyone. For such firms using such methods there seems to be no implication of questionable motives. Thought and discrimination should enable teachers to distinguish this kind of motive from those which are almost wholly selfish.

Summary

1. The purposes in using educational advertising materials varied widely among the different types of home economics workers, as might have been expected because of the different age and grade levels of those pupils whom they are teaching. However, with the exception of home demonstration workers, the aims "For illustration purposes" and "To add interest to class work" in *frequency of aim or purpose* ranked first and second, respectively, with all types of home economics workers. These pur-

poses also ranked first and second, respectively, by the combined group of home economics workers in *importance of aim or purpose* in using educational advertising material. Two hundred and thirty-seven, or 91.1 per cent, of the 260 reporting give "For illustration purposes" as an aim in using educational advertising material, while two hundred and fifteen, or 82.7 per cent, give "To add interest to class work."

2. "For illustration purposes" and "To make available illustrative material teacher has no time to prepare" ranked in frequency first and second, respectively, with home demonstration workers as aims or purposes in using educational advertising material.

3. "To stimulate or motivate new interest" ranked third in frequency as an aim or purpose in using educational advertising material. One hundred and ninety-four, or 74.6 per cent, checked this as an aim. However, in importance of aim or purpose it ranked fourth for the group as a whole.

4. By the group as a whole, "To make available illustrative material teacher has no time to prepare" ranked fourth in *frequency* as an aim or purpose in using such material but fifth in *importance* of aim or purpose. One hundred and seventy-three home economics workers, or 66.5 per cent, checked this as an aim or purpose in using educational advertising material.

5. "For information or consumer facts" ranked fifth in *frequency* and seventh in *importance* of aim or purpose in using educational advertising material. One hundred and sixty-three, or 62.7 per cent, of the total group reporting use such material for the above purpose or reason.

6. While varying in the number and per cent of home economics workers who checked the various aims or purposes for using educational advertising material, the following agree in rank order for *frequency of aim or purpose* and for *importance of aim or purpose* by the group as a whole. "For illustration purposes" ranked first; "To add interest to class work," second; "To keep up to date in work," sixth; "To aid limited school budget," eighth; "Because children enjoy it," ninth; and "For scientific facts and purposes," tenth in rank order for frequency of aim or purpose and for importance of aim or purpose.

7. There is a wide range in motives among the various firms and organizations wishing to use the schools. While the ultimate

motive may be a larger sale of the given product, at the same time the high type of educational advertising put out by some such firms contributes to social well-being without the slightest misrepresentation or the slightest injury to anyone. The home economics teacher with thought and discrimination should be able to distinguish these higher motives from those which are almost wholly selfish.

CHAPTER VII

PREPARATION AND CONTENT OF EDUCATIONAL ADVERTISING MATERIAL

Persons Best Qualified to Prepare Material

A problem frequently discussed relative to educational advertising material is "By whom should such material be prepared?" In conferences with the author various home economics workers have made the statement that the person should have had some teaching experience at least, since teachers view educational problems from a different angle—the welfare of the child. This same idea is found in the "Report of the Committee on Propaganda in the Schools" in its discussion of the significance to public education of the propaganda movement.

"This movement is significant because the propagandist and the teacher embody two extremes as to attitude and method. The propagandist's mind is made up on a particular subject. He seeks to inculcate one viewpoint. The teacher's mind is open on all subjects. He seeks to present all viewpoints. The function of propaganda is to gain acceptance of a particular opinion, doctrine, or course of action, under circumstances designed to curb the individual's freedom of thought and action. The function of education, on the other hand, is to acquaint the individual with a variety of opinions, doctrine, or courses of action, so as to equip him intelligently to do his own thinking and to select his own courses of action. The main purpose of propaganda, therefore, is to teach *what to think*, while the guiding purpose of education is to teach *how to think*.

"In emphasizing the fundamental distinction, as to attitude, method, and purpose, between propaganda and education the committee does not imply that the ultimate effects of propaganda are always evil, and that those of the school are always good. . . . The propagandist is frequently inspired by the highest motives, and many illustrations might be cited of the benefits to civilization which have resulted from his activities. We also

recognize the fact that all the activities which go on in some schools do not deserve to be called educational. Many schools still have far to go before they can be sure that all work deserves to be called education in its finest sense.”¹

In the questionnaire sent out to home economics workers throughout the United States the following question was asked: “In your opinion which one of the following is most competent to prepare educational advertising material for schools?”

1. Home economics college-trained person.
2. Person scientifically trained in fields other than home economics.
3. Expert trained in his or her field and having modern educational training and point of view.
4. Expert in field for which he or she writes.
5. Educational expert only.
6. Advertising or publicity expert.
7. Others?”

Some of those answering evidently felt there was no *one* type of person most competent, since we find a total of 305 answers from the 260 returning questionnaires. Table 33 shows both the number and the per cent of answers by each type of home economics worker for each type of person listed as competent to prepare educational advertising material.

One hundred and seventy-eight, or 53.3 per cent, of the answers were in favor of “Expert trained in his or her field and having modern educational training and point of view.” In other words, this means that the person most competent to prepare educational advertising material should be not only a *technical* authority or expert—scientific authority, home economics expert, dietitian, economist, artist, etc.—but also one who has had modern educational training or experience. It is sometimes difficult to obtain all of the above qualifications in one person; hence it frequently happens that the best type of educational advertising material being sent out has been prepared by a technical expert and then revised for the age and type of group for which it is desired. With the exception of city supervisors, where only 40 per cent considered this type of person best qualified to prepare educational advertising mate-

¹ “Report of the Committee on Propaganda in the Schools,” p. 5, presented at the Atlanta Meeting of the National Education Association, July, 1929.

TABLE 33
PERSON BEST QUALIFIED TO PREPARE HOME ECONOMICS EDUCATIONAL ADVERTISING MATERIAL

PERSON	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPER- VISOR		STATE SUPER- VISOR		HOME DEM- ONSTRATION WORKERS		TOTALS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total replies	45	...	85	...	73	...	30	...	41	...	31	...	305	...
Home economics college trained person	12	26.7	31	36.4	17	23.3	10	33.3	12	29.3	10	32.2	92	30.2
Scientifically trained person in fields other than home eco- nomics	1	2.2	..	...	4	5.5	2	6.7	..	...	..	...	7	2.3
Expert trained in his or her field and having modern ed- ucational training and point of view	30	66.7	48	56.5	47	64.4	12	40.0	23	56.1	18	58.1	178	58.3
Expert in field for which he or she writes	2	4.4	4	4.7	5	6.8	5	16.7	5	12.2	3	9.7	24	7.9
Educational expert only .....	..	...	1	1.2	..	...	..	...	..	...	..	...	1	0.3
Advertising or publicity ex- pert .....	..	...	1	1.2	..	...	1	3.3	1	2.4	..	...	3	1.0

rial, 56.1 to 66.7 per cent of all other types of home economics workers checked a person of the above training and experience best qualified to prepare such material.

Some of the notes included relative to this choice were: "Depends on the persons." "If he knows how to put out accurate statements." "If this includes the home economics expert as one." "Desirable if such training includes home economics point of view." "I believe a home economics trained person who has had your No. 3 training would be most efficient." "Number 3 plus home economics training." "Number 3 provided she understands how to make material interesting and valuable to audience to be reached."

Ninety-two checks, or 30.2 per cent of the total replies on this question, were for "Home economics college trained person." The per cents vary from 23.3 per cent of normal school and college teachers to 36.4 per cent of senior high school teachers in favor of such a person as being most competent to prepare home economics educational advertising material. The notes included relative to this type of person were: "It depends somewhat on the type of material but I want the home-making point of view." "Number 1 plus teaching and business experience and point of view." "Combination of 1 and 3 if possible." "Home economics trained person working in the field being advertised." "Number 1 combined with advertising or publicity expert." "I feel either a 'home economics trained person,' 'a scientifically trained person,' or 'an expert trained in his or her field and having modern educational training and point of view' but if to prepare material for home economics purposes, 'a home economics college trained person' would be best. I think advice from an advertising or publicity expert would be helpful to any of the above." "Get the best material from firms employing trained home economics person."

"Expert in field for which he or she writes" received third highest ranking as the person most competent to prepare educational advertising material, although the per cent varied from 4.4 in the case of elementary and junior high school teachers to 16.7 in the case of city supervisors, with a total of 7.9 per cent for the group as a whole.

Seven persons, or a total of 2.3 per cent of the group as a whole, considered "Person scientifically trained in field other

than home economics" best qualified to prepare home economics educational advertising material. Four of the seven persons were normal school and college teachers. A note included which checked both "Person scientifically trained in field other than home economics" and "Expert trained in his or her field and having modern educational training and point of view" said: "Depends on several factors. Today many commercial producers employ trained home economics students to do research work along their lines of industry. Many of the most expert scientists are not home economics trained persons."

Only one person, a senior high school teacher, checked "Educational expert only" as the person best qualified to prepare educational advertising material. Several wrote "No" after this type of person.

Three persons, a senior high school teacher, a city supervisor, and a state supervisor (1 per cent of the total replying) checked "Advertising or publicity expert" as the person best qualified to prepare such material. Several put a question mark or "No" after this type of person.

The following notes were included relative to the question of "Others" qualified to prepare home economics educational advertising material. "Must be a publicity expert and must be scientific." "'Home economics college trained person' combined with 'expert trained in his or her field and having modern educational training and point of view.'" "'Expert in field for which he or she writes' with college training in home economics and business sense." "Home economics trained person plus training in advertising writing and publicity." "Supervisors who have had a chance to see what real teachers do with it." "Extension specialists in the various states."

The following interesting account of the preparation of commercial educational material used by home economists is of special interest since it gives in detail the duties of a person preparing educational advertising material and shows why an expert trained in his or her field and having modern educational training and point of view is most competent to prepare educational advertising material for schools. The article was written by a home economist in the business field—Miss Marjorie Hazeltine, chairman of the Business Section, American Home Economics Association.

"At the present time, a large proportion of the printed and pictorial material which is received by schools and other educational agencies is prepared under the direction of women with home economics training. There are still a few firms which do not consider it necessary to consult an accredited home economist in the preparation of school material, but their number appears to be decreasing. . . . In either case, the first step is to assemble data which are of value to home economics education and which are not already available. In passing upon the relevance of the information to the educational program she not only draws from her own teaching or extension experience but she also seeks the advice of potential users of the finished product. State and city supervisors of home economics, public health workers, and subject-matter specialists with the agricultural extension service are among those who have given generously of their counsel and have helped to determine the content of commercial educational material.

"Search through all possible sources of information may reveal that there are insufficient data to warrant publication. Under these circumstances, the company home economist must arrange for organized research to supply the missing facts. If it is not practicable to include the investigation in the research program carried on in the company laboratories, the work may be done by a near-by university under a grant or fellowship for industrial research. As the research findings will appear in scientific journals of limited circulation, they must also be made available in other forms. Reprints of the original reports will serve best for teachers and advanced students. A more popular presentation is needed for others to whom the results of the study are of potential interest. In the delicate task of condensing and popularizing without loss of accuracy or shifting of emphasis, close supervision by the writer of the original report is essential.

"The entrant into the business field may be surprised at the amount of useful information which is extant but inaccessible to the average teacher or school librarian. Trade journals covering a highly specialized field frequently contain technical data directly applicable to classroom problems. The private libraries of individual firms and of trade associations, the files in the company laboratories, and, by no means least, the unrecorded

experience of veteran employees, all make their contribution. It is the work of the home economist to evaluate this mass of material, to compile the pertinent information, and to oversee its publication in a form adaptable to the program of home economics education.

"If the capabilities of the business home economist do not include facility in writing or if the subject requires handling by a specialist, she will not attempt to do the work herself. Instead, she will use her knowledge of the whole field of home economics in finding the best author and in persuading this properly qualified person to undertake the task."²

Miss Hazeltine further explains in her article the problems and decisions necessary before printing can finally be accomplished. These include quality of paper, number of copies to be printed, size of paper, size and "family" of type, material of cover, and presence or absence of color. Her main concern in the above is that form be subservient to content. The procedure is essentially the same in the preparation of other types of educational material such as charts, posters, and sample collections. "The home economist describes the type of material which will meet the needs of some organized educational group. The technical specialists in the employ of her company, of the advertising agency, and of the lithographing firm carry her ideas into execution."³

Content of Educational Advertising Material Found Most Valuable

Educational advertising material is of more or less recent origin, hence has been largely experimental on the part of those advertising. Much, as has been shown in preceding chapters, has had real educational value, but "the greater part of advertising does not present a chain of reasoning, a mass of logic, or a fund of evidence and proof. It works upon the instinctive and emotional nature of people by the process of suggestion."⁴ Some publicity and advertising are just catchwords or phrases.

² Hazeltine, Marjorie M., "The Preparation and Distribution of Commercial Educational Material Used by Home Economists," *Journal of Home Economics*, vol. XXI, no. 6, pp. 419-20, June, 1929.

³ *Ibid.*, p. 421.

⁴ Edie, Lionel Danforth, "Principles of the New Economics," p. 300, Thomas Y. Crowell Company, 1922.

This may do for general advertising; but if it is to be admitted to our schools, it must have educational merit. Mere repetition of one or two statements is not a valid reason for admitting it; it should fulfill the requirements exacted of other material admitted to schools. "The only basis upon which any concern has a right to appeal for access to the school is that it is prepared to make some definite contribution to the accepted school program."⁵ Of course, one realizes that just as there are individual differences in children, so there are differences in the types of educational advertising material, and one piece may be of value for one reason and another for another reason.

Because educational advertising material is in a more or less experimental stage, it seemed of value to find out from home economics workers what they would like to have stressed in such material, if more material were to be prepared for them, and, also, what in the present material had been most valuable when included. The list of material included was the result of conferences with a number of home economics teachers, with home economics women in business, and with teachers in other lines of work, and of a study of appeals used in advertising as given by Albert Theodor Poffenberger in "Psychology in Advertising."⁶

Table 34 shows the replies to the item, "Check what you would like to have stressed in educational advertising material," and gives number and per cent returns arranged in rank order of value for combined totals. Table 35 shows the results of the item, "Check twice the points you find most valuable when included," and also gives both the number and per cent returns arranged in rank order for combined totals. Table 36 compares what home economists would like to have stressed in educational advertising material and what they find most valuable when included by giving the rank value in the case of each of the above items for each type of home economist as well as the rank order for combined totals in the two cases. The results of these three tables will be given in the following discussion. Because of the length of the three tables only the most significant points will be discussed.

⁵ "Report on the Committee on Propaganda in the Schools," p. 30, presented at the Atlanta Meeting of the National Education Association, July, 1929.

⁶ Poffenberger, Albert Theodor, "Psychology in Advertising," pp. 42-98, A. W. Shaw Company, 1925.

10. Appeal to interest in entertainment and sociability, play, use of leisure ..	29	65.9	45	61.6	28	52.8	16	64.0	32	80.0	18	72.0	168	64.6
11. Honesty	25	56.8	47	64.4	31	58.5	17	68.0	31	77.5	15	60.0	166	63.8
12. Dependability	24	54.5	47	64.4	33	62.3	13	52.0	30	75.0	14	56.0	161	61.9
13. Possible adulteration or inferiority	27	61.4	50	68.5	36	67.9	8	32.0	27	67.5	12	48.0	160	61.5
14. Artistic considerations ..	24	54.5	46	63.0	34	64.1	15	60.0	28	70.0	12	48.0	159	61.2
15. Appeal to interest in economy and conservation in life	23	52.2	52	71.2	26	49.1	14	56.0	28	70.0	14	56.0	157	60.4
16. Appeal to interest in building things, creative construction, making things	22	50.0	49	67.1	23	43.4	15	60.0	25	62.5	17	68.0	151	58.1
17. Production; manufacture	26	59.1	46	63.0	35	66.0	10	40.0	24	60.0	7	28.0	148	56.9
18. Sound workmanship; durability	19	43.2	39	53.4	33	62.3	12	48.0	28	70.0	18	72.0	148	56.9
19. Consider interest of group for whom intended	27	61.4	38	52.0	25	47.2	9	36.0	27	67.5	16	64.0	142	54.6
20. Appeal to desire for beauty, youth	18	40.9	43	58.9	20	37.7	10	40.0	28	70.0	14	56.0	133	51.2
21. Keeping people up to date	27	61.4	39	53.4	18	34.0	9	36.0	26	65.0	10	40.0	129	49.6
22. Historical treatment	20	45.4	38	52.0	22	41.5	14	56.0	17	42.5	5	20.0	116	44.6
23. Price	19	43.2	35	47.9	24	45.3	7	28.0	21	52.5	7	28.0	113	43.5
24. Appeal to desire for the new, unusual, variety, or the familiar	15	34.1	28	38.4	18	34.0	5	20.0	16	40.0	8	32.0	90	34.6

TABLE 34—Continued

CONTENT	NUMBER AND PER CENT REPORTING											
	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPERVISOR		STATE SUPERVISOR		HOME DEMONSTRATION WORKERS	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
25. Appeal to desire for the conventional, style, fashion	11	25.0	28	38.4	9	17.0	7	28.0	14	35.0	8	32.0
26. Advantages over similar goods	8	18.2	27	37.0	12	22.6	2	08.0	11	27.5	6	24.0
27. Appeal to desire for ownership, to collect things ..	5	11.4	17	23.3	10	18.9	7	28.0	14	35.0	6	24.0
28. Appeal to desire to escape from danger	9	20.4	14	19.2	7	13.2	5	20.0	19	47.5	5	20.0
29. Reputation of manufacturer	10	22.7	20	27.4	4	07.5	2	08.0	10	25.0	3	12.0
30. Appeal to interest in ease, comfort, luxury	6	13.6	12	16.4	7	13.2	3	12.0	14	35.0	7	28.0
31. Appeal to interest in success, power, self-assertion	3	06.8	8	11.0	5	09.4	4	16.0	15	37.5	3	12.0
32. Appeal to sex interest and parental desire	2	04.5	11	15.1	4	07.5	1	04.0	10	25.0	5	20.0
TOTALS												
											No.	%
											77	29.6
											66	25.4
											59	22.7
											59	22.7
											49	18.8
											49	18.8
											38	14.6
											33	12.7

Table reads: Of the 44 elementary and junior high school teachers reporting, 37, or 84.1 per cent, desired "Health-giving qualities, sanitary aspects" stressed in educational advertising material; 62 of the 73 senior high school teachers, or 84.9 per cent, and so on . . . and a total of 209 of the 260 persons reporting, or 80.4 per cent, desire the above items stressed in educational advertising material.

TABLE 35

CONTENT FOUND MOST VALUABLE BY HOME ECONOMICS WORKERS WHEN INCLUDED IN EDUCATIONAL ADVERTISING MATERIAL, ARRANGED IN RANK ORDER OF VALUE FOR COMBINED TOTALS

CONTENT	NUMBER AND PER CENT REPORTING												TOTALS	
	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPERVISOR		STATE SUPERVISOR		HOME DEMONSTRATION WORKERS			
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Number of returned questionnaires	44	...	73	...	53	...	25	...	40	...	25	...	260	...
1. Health-giving qualities, sanitary aspects	21	47.7	30	41.1	15	28.3	9	36.0	23	57.5	8	32.0	106	40.8
2. Claims based on scientific experimentation	5	11.4	17	23.3	30	56.6	5	20.0	14	35.0	8	32.0	79	30.4
3. Educational value	17	38.6	17	23.3	13	24.5	5	20.0	19	47.5	3	12.0	74	28.5
4. Composition of material advertised	8	18.2	22	30.1	19	35.8	3	12.0	13	32.5	2	8.0	67	25.8
5. Use or utility	7	15.9	19	26.0	11	20.7	2	8.0	13	32.5	6	24.0	58	22.3
6. Appeal to interest in cleanliness and health ..	9	20.4	18	24.7	8	15.1	5	20.0	12	30.0	6	24.0	58	22.3
7. Timely, interesting, and effective data	9	20.4	8	11.0	13	24.5	2	8.0	13	32.5	3	12.0	48	18.5
8. Honesty	8	18.2	14	19.2	9	17.0	6	24.0	6	15.0	4	16.0	47	18.1
9. Production; manufacture	8	18.2	16	21.9	12	22.6	3	12.0	6	15.0	..	...	45	17.3

19. Sound workmanship; durability	2	04.5	6	08.2	8	15.1	1	04.0	6	15.0	5	20.0	28	10.8
20. Artistic considerations ...	3	06.8	7	09.6	5	09.4	..	...	7	17.5	4	16.0	26	10.0
21. Historical treatment	3	06.8	10	13.7	4	07.5	3	12.0	3	07.5	1	04.0	24	9.2
22. Appeal to desire for beauty, youth	2	04.5	7	09.6	2	03.8	..	...	7	17.5	..	...	18	6.9
23. Price	4	09.1	4	05.5	1	01.9	2	08.0	5	12.5	1	04.0	17	6.5
24. Advantages over similar goods	3	06.8	7	09.6	1	01.9	..	...	3	07.5	1	04.0	15	5.8
25. Appeal to desire for the new, unusual, familiar, or for variety	1	02.3	4	05.5	..	...	1	04.0	2	05.0	..	...	8	3.1
26. Appeal to desire for the conventional, style, fashion	1	02.3	3	04.1	1	05.7	1	04.0	..	...	..	...	6	2.3
27. Appeal to interest in ease, comfort, luxury .....	..	...	2	02.7	1	05.7	..	...	2	05.0	..	...	5	1.9
28. Reputation of manufacturer	1	02.3	1	01.4	2	03.8	..	...	..	...	1	04.0	5	1.9
29. Appeal to interest to escape from danger .....	..	...	2	02.7	..	...	..	...	1	02.5	..	...	3	1.2
30. Appeal to interest in success, power, self-assertion .....	..	...	2	02.7	..	...	..	...	..	...	1	04.0	3	1.2
31. Appeal to sex interest and parental desire .....	..	...	1	01.4	..	...	..	...	1	02.5	..	...	2	0.8
32. Appeal to interest in ownership, to collect things ..	..	...	1	01.4	..	...	..	...	..	...	1	04.0	2	0.8

Table reads: Of the 44 elementary and junior high school teachers reporting 21, or 47.7 per cent, found material giving "Health-giving qualities, sanitary aspects" most valuable when included in educational advertising material; 30 of the 73 senior high school teachers, or 41.1 per cent, and so on . . . and a total of 106 of the 260 reporting, or 40.8 per cent, found material dealing with "Health-giving qualities, sanitary aspects" most valuable when included in educational advertising material.

TABLE 36

RANK ORDER FOR CONTENT DESIRED STRESSED AND FOR PRESENT CONTENT FOUND MOST VALUABLE BY HOME ECONOMICS WORKERS

RANK ORDER FOR CONTENT DESIRED STRESSED AND NOW MOST VALUABLE															
CONTENT	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPERVISOR		STATE SUPERVISOR		HOME DEMONSTRATION WORKERS		TOTALS		
	De-sired Stressed	Now Found Valuable	De-sired Stressed	Now Found Valuable	De-sired Stressed	Now Found Valuable	De-sired Stressed	Now Found Valuable	De-sired Stressed	Now Found Valuable	De-sired Stressed	Now Found Valuable	De-sired Stressed	Now Found Valuable	
1. Health-giving qualities, sanitary aspects	1	1	1	1	5	3	1	1	1½	1	1	1½	1	1	
2. Claims based on scientific experimentation	7	15	6	6½	1	1	16	4	1½	3	3½	1½	2½	2	
3. Appeal to cleanliness and health	2	3½	2	4½	9½	10½	8	4	3½	7	3½	3½	2½	5½	
4. Appeal to common needs of life, such as food, drink, shelter, clothing, rest	3½	13	3	9	5	10½	3	11½	5½	10	9	8	4	10	
5. Use or utility	13½	10	4½	3	9½	7	5½	17	8½	5	6½	3½	5	5½	
6. Educational value	3½	2	13½	6½	5	4½	8	4	8½	2	16½	13	6	3	
7. Composition of material advertised	5½	6½	13½	2	3	2	16	11½	3½	5	16½	16	7	4	
8. Timely, interesting, and effective data	11½	3½	21	19	2	4½	3	17	8½	5	9	13	8	7	
9. Quality	16	13	10	12½	9½	13	3	11½	11½	13	11½	13	9	13½	
10. Appeal to interest in entertainment and sociability, play, use of leisure ..	5½	19½	16	12½	16	18	8	..	5½	10	3½	21	10	17½	

11. Honesty	13½	6½	10	10	10	10½	15	8	5½	2	8½	17½	11½	8	11	8
12. Dependability	16	10	19½	19½	19½	10½	15	10½	14	7	11½	10	14	13	12	11½
13. Possible adulteration or inferiority	9	19½	7	13½	4½	21	7	10½	22	17	17½	17½	18½	21	13	13½
14. Artistic considerations ...	16	19½	13½				12	15	10½	..	14½	13	18½	8	14	20
15. Appeal to interest in economy and conservation in life	18	13	4½		14		17	20	12½	7	14½	17½	14	8	15	15
16. Appeal to interest in building things, creative construction, making things.	19	19½	8	13½	16	8	20	18	10½	7	20	21½	6½	13	16	16
17. Production; manufacture	11½	6½	13½		8		9½	6	18½	11½	21	17½	24	..	17½	9
18. Sound workmanship; durability	21½	23½	18½		23		13½	10½	16	21	14½	17½	3½	5	17½	19
19. Consider interest of group for whom intended	9	10	21		16		18	15	20½	11½	17½	8	9	8	19	11½
20. Appeal to desire for beauty, youth	23	23½	17	18½	21	16	22	21½	18½	..	14½	13	14	..	20	22
21. Keeping people up to date	9	6½	18½		16		23½	25	20½	17	19	17½	20	21	21	17½
22. Historical treatment ...	20	19½	21		18		21	18	12½	11½	24	23½	29	21	22	21
23. Price	21½	16	23		24½		19	25	24	17	22	21½	24	21	23	23
24. Appeal to desire for the new, unusual, familiar, or for variety	24	26	24½		24½		23½	..	26½	21	25	25½	21½	..	24	25
25. Appeal to desire for the conventional, style, fashion	25	26	24½		26		27	25	24	21	28	..	21½	..	25	26
26. Advantages over similar goods	28	19½	26		21		25	25	30½	..	30	23½	26½	21	26	24

TABLE 36—Continued

CONTENT	RANK ORDER FOR CONTENT DESIRED STRESSED AND NOW MOST VALUABLE									
	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPERVISOR		STATE SUPERVISOR	
	De-sired Stressed	Now Found Valuable	De-sired Stressed	Now Found Valuable	De-sired Stressed	Now Found Valuable	De-sired Stressed	Now Found Valuable	De-sired Stressed	Now Found Valuable
27. Appeal to desire for ownership, to collect things . .	30	..	28	31	26	..	24	..	28	26½
28. Appeal to desire to escape from danger	27	..	29	28	28½	..	26½	..	23	27½
29. Reputation of manufacturer	26	26	27	31	31½	21½	30½	..	31½	21
30. Appeal to interest in ease, comfort, luxury	29	..	30	28	28½	25	29	..	28	24
31. Appeal to interest in success, power, self-assertion	31	..	32	28	30	..	28	..	26	31½
32. Appeal to sex interest and parental desire	32	..	31	31	31½	..	32	..	31½	29
										32
										31½

Table reads: "Health-giving qualities, sanitary aspects" ranked first in value as content desired stressed in educational advertising material by elementary and junior high school and senior high school teachers, by city supervisors, home demonstration workers and for the group as a whole; ranked fifth with normal school and college teachers and tied for first with state supervisors. The above subject ranked first in value as content found most valuable when included in educational advertising material by elementary and junior high, and senior high school teachers, city supervisors, state supervisors, and for the group as a whole, but ranked third in value with normal school and college teachers and tied for first with home demonstration workers.

One of the most noticeable points brought out by the tables was the lack of agreement among the different types of home economics workers in regard to the content desired stressed and also in regard to the content found most valuable in present educational advertising material. Disagreement would naturally be expected when one remembers that the different types of home economics workers are dealing with persons of different age levels and interests.

Table 37 gives the twelve types of content most desired stressed by each type of home economics worker. The lists are arranged in order of decreasing importance or desirability as shown by the total number of checks received. The percentages at the top show the range of per cents for the items checked in the list included. Table 36 is arranged in order of importance for the group as a whole, so a table showing rank order for the combined group is not repeated. However, the range of per cents for the first twelve items of content for the group as a whole is 61.9 to 80.4 per cent.

TABLE 37
TYPES OF CONTENT DESIRED STRESSED
Elementary and Junior High School
59.1 per cent—84.1 per cent

RANK ORDER	
1	Health-giving qualities, sanitary aspects
2	Appeal to cleanliness and health
3½	Appeal to common needs of life, such as food, drink, clothing, shelter, rest
3½	Educational value
5½	Composition of material advertised
5½	Appeal to interest in entertainment and sociability, play, use of leisure
7	Claims based on scientific experimentation
9	Consider interest of group for which intended
9	Keeping people up to date
9	Possible adulteration or inferiority
11½	Timely, interesting, and effective data
11½	Production; manufacture

Senior High School
63 per cent—84.9 per cent

1	Health-giving qualities, sanitary aspects
2	Appeal to cleanliness and health

- 3 Appeal to common needs of life such as food, drink, clothing, shelter, rest
- 4½ Use or utility
- 4½ Appeal to interest in economy and conservation in life
- 6 Claims based on scientific experimentation
- 7 Possible adulteration or inferiority
- 8 Appeal to interest in building things, creative construction, making things
- 10 Honesty
- 10 Quality
- 10 Dependability
- 13½ Educational value
- 13½ Composition of material advertised
- 13½ Production; manufacture
- 13½ Artistic considerations

Normal School and College

64.1 per cent—98.1 per cent

- 1 Claims based on scientific experimentation
- 2 Timely, interesting, and effective data
- 3 Composition of material advertised
- 5 Health-giving qualities, sanitary aspects
- 5 Appeal to common needs of life, such as food, drink, clothing, shelter, rest
- 5 Educational value
- 7 Possible adulteration or inferiority
- 9½ Appeal to cleanliness and health
- 9½ Production; manufacture
- 9½ Use or utility
- 9½ Quality
- 12 Artistic considerations

State Supervisors

75 per cent—85 per cent

- 1½ Claims based on scientific experimentation
- 1½ Health-giving qualities, sanitary aspects
- 3½ Composition of material advertised
- 3½ Appeal to cleanliness and health
- 5½ Appeal to common needs of life such as food, drink, clothing, shelter, rest
- 5½ Appeal to interest in entertainment and sociability, play, use of leisure
- 8½ Educational value
- 8½ Timely, interesting, and effective data
- 8½ Use or utility
- 8½ Honesty
- 11½ Quality
- 11½ Dependability

City Supervisors

56 per cent—76 per cent

- 1 Health-giving qualities, sanitary aspects
- 3 Timely, interesting, and effective data
- 3 Appeals to common needs of life such as food, drink, clothing, shelter, rest
- 3 Quality
- 5½ Use or utility
- 5½ Honesty
- 8 Appeal to cleanliness and health
- 8 Educational value
- 8 Appeal to interest in entertainment and sociability, play, use of leisure
- 10½ Artistic considerations
- 10½ Appeal to interest in building things, creative construction, making things
- 12½ Appeal to interest in economy and conservation in life
- 12½ Historical treatment

Home Demonstration Workers

60 per cent—80 per cent

- 1 Health-giving qualities, sanitary aspects
- 3½ Claims based on scientific experimentation
- 3½ Appeal to cleanliness and health
- 3½ Appeal to interest in entertainment and sociability, play, use of leisure
- 3½ Sound workmanship; durability
- 6½ Use or utility
- 6½ Appeal to interest in building things, creative construction, making things
- 9 Timely, interesting, and effective data
- 9 Appeal to common needs of life such as food, drink, clothing, shelter, rest
- 9 Consider interest of group for which intended
- 11½ Quality
- 11½ Honesty

It is interesting to note that with one exception the highest per cent of any group checking an item of content was 85 per cent. The latter was in the case of state supervisors, where "Health-giving qualities, sanitary aspects" and "Claims based on scientific experimentation" tied for first ranking. The exception was in the case of college and normal school teachers, where 98.1 per cent of those responding desired "Claims based on scientific experimentation" stressed. This item ranked second in importance for the group as a whole. "Psychologists by

actual experiments have determined for us that the health appeal is one of the most effective interest appeals. . . . Closely related to the health appeal is the appeal to cleanliness." ⁷

The items receiving middle ranking in importance or desirability, in rank order thirteen to twenty-three for the group as a whole, were: "Possible adulteration or inferiority"; "Artistic consideration"; "Appeal to interest in economy and conservation in life"; "Appeal to interest in building things, creative construction, making things"; "Production, manufacture"; "Sound workmanship, durability"; "Consider interest of group for which intended"; "Appeal to desire for beauty, youth"; "Keeping people up to date"; and "Historical treatment." The range of per cent desiring those items stressed in educational advertising material varied from 44.6 to 61.5 per cent for the group as a whole. For these items there is the same wide variation for the various types of home economics workers seen in the previous group discussed.

The last ten items in the list of items desired stressed in educational advertising material, arranged in order of decreasing value or importance for the group as a whole, were: "Price"; "Appeal to desire for the new, unusual, familiar, or for variety"; "Appeal to desire for the conventional, style, fashion"; "Advantages over similar goods"; "Appeal to desire for ownership, to collect things"; "Appeal to desire to escape from danger"; "Reputation of manufacturer"; "Appeal to interest in ease, comfort, luxury"; "Appeal to interest in success, power, self-assertion"; and "Appeal to sex interest and parental desire." There was far less variation in the ranking of these items by all of the various groups of home economics workers than in most of the other items with the exception of number one—"Health-giving qualities, sanitary aspects."

The rank order for items of *content found most valuable* by home economics workers when included in educational advertising material did not entirely agree with the rank order for the *content desired stressed* in educational advertising material. This may be accounted for by the fact that at the present time some of the material desired is not given sufficiently well; because some of the material desired stressed is not easily found

⁷ Herrold, Lloyd Dallas, "Advertising for the Retailer," p. 129, D. Appleton and Company, 1923.

elsewhere; or because of changed educational principles a new approach or emphasis may make certain material more valuable. The rank order for the following items of content agreed, or did not vary by more than one point in rank order for both the *content desired stress* and the *content found most valuable* by home economics workers when included. They are listed in order of decreasing importance. "Health-giving qualities, sanitary aspects"; "Claims based on scientific experimentation"; "Use or utility"; "Timely, interesting, and effective data"; "Dependability"; "Possible adulteration or inferiority"; "Appeal to interest in economy and conservation in life"; "Appeal to interest in building things, creative construction, making things"; "Historical treatment"; "Price"; "Appeal to desire for the new, unusual, familiar, or for variety"; "Appeal to desire for the conventional, style, fashion"; and "Appeal to sex interest and parental desire."

Table 38 lists the twelve types of *content found most valuable* by the different types of home economics workers when included in educational advertising material. The lists are arranged in order of decreasing value or importance as shown by the total number of checks received. The percentages at the top show the range in per cent for the twelve items by that type of home economics worker.

TABLE 38
TYPES OF CONTENT FOUND MOST VALUABLE
Elementary and Junior High School

13.6 per cent—47.7 per cent

RANK ORDER	
1	Health-giving qualities, sanitary aspects
2	Educational value
3½	Appeal to interest in cleanliness and health
3½	Timely, interesting, and effective data
6½	Composition of material advertised
6½	Honesty
6½	Production; manufacture
6½	Keeping people up-to-date
10	Use or utility
10	Dependability
10	Consider interest of group for which intended
13	Appeal to interest in common needs of life such as food, drink, clothing, shelter, rest
13	Quality
13	Appeal to interest in economy and conservation in life

Senior High School

17.8 per cent—41.1 per cent

- 1 Health-giving qualities, sanitary aspects
- 2 Composition of material advertised
- 3 Use or utility
- 4½ Appeal to interest in cleanliness and health
- 4½ Possible adulteration or inferiority
- 6½ Claims based on scientific experimentation
- 6½ Educational value
- 8 Production; manufacture
- 9 Appeal to interest in common needs of life such as food, drink, clothing, shelter, rest
- 10½ Honesty
- 10½ Dependability
- 12½ Quality
- 12½ Appeal to interest in entertainment and sociability, play, use of leisure

Normal School and College

15.1 per cent—56.6 per cent

- 1 Claims based on scientific experimentation
- 2 Composition of material advertised
- 3 Health-giving qualities, sanitary aspects
- 4½ Educational value
- 4½ Timely, interesting, and effective data
- 6 Production; manufacture
- 7 Use or utility
- 8 Honesty
- 10½ Appeal to interest in cleanliness and health
- 10½ Appeal to interest in common needs of life such as food, drink, clothing, shelter, rest
- 10½ Possible adulteration or inferiority
- 10½ Sound workmanship; durability

State Supervisor

17.5 per cent—57.5 per cent

- 1 Health-giving qualities, sanitary aspects
- 2 Educational value
- 3 Claims based on scientific experimentation
- 5 Composition of material advertised
- 5 Use or utility
- 5 Timely, interesting, and effective data
- 7 Appeal to interest in cleanliness and health
- 8 Consider interest of group for which intended
- 10 Appeal to interest in common needs of life such as food, drink, clothing, shelter, rest
- 10 Dependability

- 10 Appeal to interest in entertainment and sociability, play, use of leisure
- 13 Quality
- 13 Artistic considerations
- 13 Appeal to desire for beauty, youth

City Supervisor

12 per cent—36 per cent

- 1 Health-giving qualities, sanitary aspects
- 2 Honesty
- 4 Claims based on scientific experimentation
- 4 Educational value
- 4 Appeal to interest in cleanliness and health
- 7 Dependability
- 7 Appeal to interest in economy and conservation in life
- 7 Appeal to interest in building things, creative construction, making things
- 11½ Composition of material advertised
- 11½ Production; manufacture
- 11½ Appeal to interest in common needs of life such as food, drink, clothing, shelter, rest
- 11½ Consider interest of group for which intended
- 11½ Quality
- 11½ Historical treatment

Home Demonstration Workers

12 per cent—32 per cent

- 1½ Health-giving qualities, sanitary aspects
- 1½ Claims based on scientific experimentation
- 3½ Use or utility
- 3½ Appeal to interest in cleanliness and health
- 5 Sound workmanship; durability
- 8 Honesty
- 8 Appeal to interest in common needs of life such as food, drink, clothing, shelter, rest
- 8 Consider interest of group for which intended
- 8 Appeal to interest in economy and conservation in life
- 8 Artistic considerations
- 13 Educational value
- 13 Timely, interesting, and effective data
- 13 Dependability
- 13 Quality
- 13 Appeal to interest in building things, creative construction, making things

Total Home Economics Group Reporting

15.8 per cent—40.8 per cent

- 1 Health-giving qualities, sanitary aspects
- 2 Claims based on scientific experimentation

- 3 Educational value
- 4 Composition of material advertised
- 5½ Use or utility
- 5½ Appeal to interest in cleanliness and health
- 7 Timely, interesting, and effective data
- 8 Honesty
- 9 Production; manufacture
- 10 Appeal to interest in common needs of life such as food, drink, clothing, shelter, rest
- 11½ Dependability
- 11½ Consider interest of group for whom intended

It is evident from a study of the foregoing tables and lists that the same advertising material is by no means of equal value to all types of home economists. Dr. Harry Kitson in his book "The Mind of the Buyer" has explained the situation well.

"Sales and advertising managers frequently complain about the multiplicity of mediums which they must use in carrying their message to the buying public. They regard it as a misfortune. As a matter of fact, such multiplicity is an advantage; it simplifies the task of the advertiser. There is not simply one infinitely large 'buying public,' out of which a seller may win a few customers. There are many 'buying publics.' Not all of them care for every commodity, or every type of a certain commodity.

"The advertiser who is alive to the psychological factors involved in selling to group buyers will devise for each medium a piece of copy which will be appropriate to the psychological characteristics of the public that reads it.

"A seller who would sell intelligently should investigate each collective mind from several points of view: geographical, economic, sociological and psychological. . . . After making such scientific investigations the seller may make intelligent adaptations of his appeal to the various sales-mediums employed."⁸ This was stated in another way in Chapter V, p. 61, where the need was pointed out of having material adapted to the interests and age level of the group for which planned.

Summary

1. One hundred and seventy-eight persons, or 58.3 per cent of the total group of home economics workers, considered "Ex-

⁸ Kitson, Harry Dexter, "The Mind of the Buyer; a Psychology of Selling," p. 56, 66, 73, The Macmillan Company, 1921.

pert trained in his or her field and having modern educational training and point of view" best qualified to prepare home economics educational advertising material, although the percentage favoring such a person varied from 40 to 66.7 per cent among the different types of home economists.

2. Ninety-two persons, or 30.2 per cent of the total group, considered "Home economics college trained person" best qualified to prepare home economics educational advertising material, the per cents varying from 23.3 to 36.4 per cent among the various types of home economics workers.

3. Thirty-five, or 11.5 per cent, of the answers were divided between "Scientifically trained person other than home economics," "Expert in field for which he or she writes," "Educational expert only," and "Advertising or publicity expert" as the type of person best qualified to prepare educational advertising material.

4. Arranged in rank order, the following are the types of material desired stressed in educational advertising material by elementary and junior high school teachers: "Health-giving qualities, sanitary aspects," "Appeal to cleanliness and health," "Appeal to common needs of life, such as food, drink, clothing, shelter, rest," "Educational value," "Composition of material advertised," and "Appeal to interest in entertainment and sociability, play, use of leisure." The per cent desiring varied from 65.9 to 84.1 per cent.

5. "Health-giving qualities, sanitary aspects," "Appeal to cleanliness and health," "Appeal to common needs of life, such as food, drink, clothing, shelter, rest," "Use or utility," and "Appeal to interest in economy and conservation in life" are the five types of material, arranged in rank order, which 71.2 to 84.9 per cent of senior high school teachers desired stressed in educational advertising material.

6. "Claims based on scientific experimentation," "Timely, interesting, and effective data," "Composition of material advertised," "Health-giving qualities, sanitary aspects," "Appeal to common needs of life, such as food, drink, clothing, shelter, rest," and "Educational value" are the types of educational advertising material, arranged in rank order, which normal school and college teachers desire to have stressed. The per cents range

from 69.8 to 98.1 per cent in the case of "Claims based on scientific experimentation."

7. "Claims based on scientific experimentation," "Health-giving qualities, sanitary aspects," "Composition of material advertised," "Appeal to cleanliness and health," "Appeal to common needs of life, such as food, drink, clothing, shelter, rest," and "Appeal to interest in entertainment and sociability, play, use of leisure" are the types of material, arranged in rank order, which 80 to 85 per cent of state supervisors desire stressed in educational advertising material.

8. "Health-giving qualities, sanitary aspects," "Timely, interesting, and effective data," "Appeal to common needs of life such as food, drink, clothing, shelter, rest," "Quality," "Use or utility," and "Honesty" are the types of educational advertising material, arranged in rank order, which 68 to 76 per cent of city supervisors wish stressed.

9. "Health-giving qualities, sanitary aspects," "Claims based on scientific experimentation," "Appeal to cleanliness and health," "Appeal to interest in entertainment and sociability, play, use of leisure," and "Sound workmanship, durability" are the types of educational advertising material which home demonstration workers wish stressed. They are arranged in rank order, and the per cents desiring them vary from 72 to 80 per cent.

10. There was little agreement in rank order for the *content desired stressed* and the *content found most valuable* by the various types of home economics workers when included in educational advertising material, except material on "Health-giving qualities, sanitary aspects" and "Claims based on scientific experimentation." These received a ranking of first and second, respectively, for both items by the total group of home economics workers responding in each case. However, "Claims based on scientific experimentation" was second in *content desired stressed*, but tied for second in *content found most valuable* when included in educational advertising material. This lack of agreement in rank order may be due to any one or all of a number of reasons (see pp. 114-115).

CHAPTER VIII

STANDARDS OR CRITERIA FOR JUDGING EDUCATIONAL ADVERTISING MATERIAL

Criteria Set Up by Combined Judgments of Home Economics Workers

The criteria for judging educational advertising material were developed through many personal conferences with home economics workers of various types including some in business positions, with persons in various fields of education, and with persons in advertising positions. The list was considered fairly complete—at least, the most important standards or criteria were doubtless included. For this reason no space in the questionnaire was allowed for further criteria because there would be no opportunity to resubmit these suggested criteria to the group of home economics workers responding.

The tabulations kept separate the total number of home economics workers evaluating each criterion, “of much value,” “of some value,” “of little value,” and “of no value.” In arranging the criteria in rank order, it was decided to do away with the weighting which would come from numbers, since the combined judgment of a small group might, because of extra training and varied experience, be as valuable as that of a larger group. Therefore, it seemed wise to treat the combined judgments of each group as of equal value. For this reason, the sum of the per cents for all groups of home economists giving a criterion a ranking “of much importance” was arbitrarily multiplied by three; the sum of those giving a criterion a ranking “of some importance” was arbitrarily multiplied by two; and the sum of those giving a ranking “of little importance” was multiplied by one. The sum of these three weighted values was then used to obtain the rank order for the criteria. Table 39 lists the criteria for judging educational advertising material, showing the per cent of each type of home economics worker giving the different rankings; it also gives the sum of the weighted values

used in determining rank order. The final list of criteria selected for judging educational advertising material includes only these criteria which at least 70 per cent or more of the 260 home economists returning questionnaires ranked "of much importance" or "of some importance." The following discussion will consider data found in Table 39.

"Reliability of statement or product" was considered most important in judging educational advertising material since, with the exception of elementary and junior high school teachers, the largest per cent of all types of home economics workers ranked it "of much importance." Seventy-nine and one-tenth per cent of elementary and junior high school teachers, who as a group, perhaps, are the least well trained of the home economists responding, and over 91 per cent of all other types of home economics workers, ranging from 91.3 per cent in the case of home demonstration workers to 100 per cent of city supervisors, ranked this criterion "of much importance." Sixteen and three-tenths per cent of elementary and junior high school teachers, but less than 5 per cent of any other type of home economics worker responding gave it a ranking "of some importance." Ninety-five and seven-tenths per cent of those responding ranked this criterion "of much" or "of some importance." Less than 4 per cent of any group gave it the ranking "of little" and none "of no importance." At the meeting of the Business Section of the American Home Economics Association held in Boston, July, 1929, special emphasis was given in discussion to the importance and need of reliability of statement and product in educational advertising material.

"Based on scientific experimentation" came second in rank order of criteria for judging educational advertising material by all groups of home economists, the per cent ranking this criterion "of much importance" varying from 76.7 to 87 per cent. The per cent ranking this criterion "of some importance" varied from zero to 15.1 per cent, while less than 5 per cent ranked it "of little importance" and none "of no value or importance." Eighty-nine and two-tenths per cent of the total number of persons responding ranked this criterion "of much importance" or "of some importance."

"Freedom from minor misstatements or obsolete data" ranked third in order of value as a criterion for judging educational

TABLE XXXIX

CRITERIA FOR JUDGING EDUCATIONAL ADVERTISING MATERIAL, SHOWING PER CENT OF EACH TYPE OF HOME ECONOMICS WORKER GIVING THE DIFFERENT RANKINGS

RANK		PER CENT RANKING OF "MUCH," "SOME," OR "LITTLE IMPORTANCE," OR OF "NO VALUE"																								TOTAL NUMBER CHECKING "OF MUCH" AND "OF SOME IMPORTANCE"		PER CENT PRECEDING NUMBER IS OF TOTAL (260) QUESTIONNAIRES RETURNED		SUM OF WEIGHTED VALUES										
Total questionnaires returned...		ELEMENTARY AND JUNIOR HIGH SCHOOL						SENIOR HIGH SCHOOL						NORMAL SCHOOL AND COLLEGE						CITY SUPERVISOR						STATE SUPERVISOR						HOME DEMONSTRATION WORKER								
44		73						53						25						40						25														
	"Much"	"Some"	"Little"	"No Value"	"Much"	"Some"	"Little"	"No Value"	"Much"	"Some"	"Little"	"No Value"	"Much"	"Some"	"Little"	"No Value"	"Much"	"Some"	"Little"	"No Value"	"Much"	"Some"	"Little"	"No Value"																
1. Reliability of statements or product	79.1	16.3	2.3	—	94.5	4.1	1.4	—	94.3	1.9	3.8	—	100	—	—	—	97.5	2.5	—	—	91.3	4.4	—	—	249	95.7	1836.0													
2. Based on scientific experimentation	81.4	13.9	4.7	—	76.7	15.1	4.1	—	81.1	13.2	3.8	—	87	8.7	4.3	—	82.5	15.0	—	—	82.6	—	4.4	—	232	89.2	1627.0													
3. Freedom from minor mis-statements or obsolete data	65.1	16.3	9.3	2.3	65.8	19.2	8.2	—	75.5	15.1	1.9	1.9	78.2	13.0	4.3	—	77.5	15.0	2.5	2.5	69.6	21.7	—	—	230	88.4	1521.9													
4. Prepared by trained expert with modern educational point of view	62.8	23.2	7.0	2.3	56.2	28.8	8.2	1.3	81.1	5.7	5.7	3.8	69.5	21.7	4.4	—	67.5	12.5	15.0	2.5	52.2	30.4	4.4	—	217	83.4	1457.2													
5. Timely, interesting, and effective data	51.2	30.2	14.0	—	43.8	41.1	6.9	2.7	37.7	43.4	9.4	3.8	56.5	34.8	4.3	—	67.5	17.5	5.0	—	39.1	43.5	13.0	—	214	82.3	1361.0													
6. Based upon (i.e., consideration of) interests of group for whom material is intended	55.8	27.9	11.6	—	39.7	41.1	11.0	1.4	47.8	34.0	13.2	1.9	52.2	39.1	4.4	—	45.0	45.0	7.5	—	52.2	26.1	8.7	—	213	81.9	1360.9													
7. Apparent purpose social welfare more than commercial profit	41.9	37.2	16.3	4.6	58.9	24.6	5.5	5.5	43.4	28.3	9.4	13.2	56.5	39.1	—	4.4	40.0	40.0	10.0	10.0	39.1	39.1	13.1	—	205	78.8	1310.3													
8. Principles of art applied....	27.9	41.9	18.6	4.6	38.3	39.7	15.1	1.4	50.9	26.4	15.1	1.9	47.8	21.7	26.1	4.4	55.0	40.0	2.5	2.5	39.1	26.1	13.0	4.4	197	75.7	1252.0													
9. Individual growth or development provided through use of material	27.9	39.5	18.6	9.3	43.8	34.3	15.1	2.7	45.3	30.2	9.4	5.7	30.4	56.5	—	4.4	42.5	35.0	17.5	2.5	39.1	21.8	17.4	—	191	73.4	1199.6													
10. Gives knowledge of newer industrial products	32.6	37.2	23.2	—	30.1	52.1	12.3	1.4	39.6	37.7	13.2	3.8	26.1	52.2	21.7	—	32.5	42.5	22.5	2.5	30.4	34.8	13.1	8.7	194	74.6	1192.9													
11. Mechanical make-up (paper, print, lettering, etc.) such as to avoid eyestrain.....	34.8	37.2	18.6	4.7	27.4	42.5	21.9	1.4	34.0	37.7	20.8	1.9	13.0	56.5	21.7	4.4	42.5	50.0	5.0	—	39.1	13.0	21.8	4.3	185	71.1	1156.0													
12. Interest in further inquiry is stimulated	34.9	30.2	20.9	7.0	31.5	48.0	12.3	4.1	39.6	28.3	17.0	1.9	43.5	30.4	26.1	—	40.0	42.5	7.5	5.0	17.4	34.8	17.4	4.3	184	70.7	1150.3													
13. Prepared by home economics college trained person	30.2	32.5	23.3	9.3	37.0	37.0	12.3	8.2	34.0	24.5	13.2	11.3	30.4	43.5	8.7	8.7	35.0	25.0	17.5	15.0	34.8	30.4	13.0	4.4	168	64.6	1078.0													
14. Adaptability to different uses	23.3	41.9	25.6	4.6	21.9	45.2	21.9	4.1	15.1	41.5	26.4	9.4	13.1	47.8	21.7	8.7	15.0	40.0	35.0	—	30.4	21.8	13.0	4.4	155	59.6	976.4													
15. Prepared by scientifically trained person	11.6	30.2	32.6	14.0	13.7	35.6	23.3	13.7	37.7	20.8	13.2	7.6	17.4	21.7	47.8	8.7	32.5	37.5	5.0	10.0	21.7	26.1	26.1	8.7	133	51.1	895.6													

advertising material. From 65.1 to 78.2 per cent gave it a ranking "of much value"; 13 to 21.7 per cent ranked it "of some value"; from zero to 9.3 per cent ranked it "of little value"; and less than 3 per cent of any group considered this criterion "of no value." Eighty-eight and four-tenths per cent of all those returning questionnaires consider this criterion either "of much importance" or "of some importance." "Minor misstatements or obsolete data" as a type of propaganda is a special type of dishonesty and is much less easily detected, in fact requires more highly trained persons to discover it; hence is one of the most dangerous and insidious faults when present in educational advertising material.

"Prepared by trained expert with modern educational training and point of view" ranked fourth in value as a criterion for judging educational advertising material. From 52.2 to 81.1 per cent of the different types of home economists considered it "of much value or importance"; 5.7 to 30.4 per cent "of some importance"; 4.4 to 15 per cent "of little importance"; and less than 4 per cent considered it "of no value" as a criterion. Eighty-three and four-tenths per cent considered this criterion either "of much value" or "of some value" in judging educational advertising material. This shows that home economists desire such material prepared by people who "know whereof they speak," *i.e.*, they must be experts or specialists in the field for which they prepare the material, be it nutrition, home management, clothing, child care, or art. Furthermore, they should have a modern educational point of view so that such material will be adapted to the age level and interest of group for which prepared.

"Timely, interesting, and effective data" ranked fifth in order of value as a criterion for judging educational advertising material, with 37.7 to 67.5 per cent of the various types of home economists ranking it "of much value"; 17.5 to 43.5 per cent "of some value"; 4.3 to 14 per cent "of little value"; and less than 4 per cent of any group considered it "of no value." Eighty-two and three-tenths per cent ranked this criterion "of much value" or "of some value."

"Based upon, *i.e.*, consideration of, interests of group for whom material is intended" ranked sixth in order of importance or value as a criterion for judging educational advertising mate-

rial, with from 39.7 to 55.8 per cent judging it "of much value"; 27.9 to 45 per cent "of some value"; 4.4 to 13.2 per cent "of little value"; and less than 2 per cent considered it "of no value." Eighty-one and nine-tenths per cent considered this criterion "of much value" or "of some value" in judging educational advertising material. One of the points emphasized at the meeting of the Business Section of the American Home Economics Association held in Boston in July, 1929, was that when educational advertising material is prepared for a specific age group and type of girl it is more valuable.

"Apparent purpose social welfare rather than commercial profit" ranked seventh in value or importance as a criterion for judging educational advertising material, with 39.1 to 58.9 per cent ranking it "of much value"; 24.6 to 40 per cent "of some value"; zero to 16.3 per cent "of little value"; and as high as 13.2 per cent in the case of normal school and college teachers considered it "of no value" as a criterion for judging material. Seventy-eight and eight-tenths per cent of all home economists returning questionnaires rank this criterion "of much importance" or "of some importance" in judging such material. The following two notes were added relative to this criterion. From a college teacher: "Firms don't do business this way." From a state supervisor: "Social welfare covers a multitude of sins; profit always at bottom." However, the majority of home economists responding evidently agree with the statement in the report of the Committee on Propaganda in the Schools: "The only basis on which any concern or organization has a right to appeal for access to the school is that it has been prepared to make some contribution to the accepted school program."¹

"Principles of art applied" ranked eighth in value as a criterion for judging educational advertising material, with 27.9 to 55 per cent considering it "of much value"; 21.7 to 41.9 per cent "of some value"; 2.5 to 26.1 per cent "of little value"; and less than 5 per cent of any type of home economist judged it "of no value." Seventy-five and seven-tenths per cent considered this criterion "of much value" or "of some value" in judging such material.

"Individual growth or development provided through use of

¹ "Report of the Committee on Propaganda in the Schools," p. 30, presented at the National Educational Association, July, 1929.

material," which is a principle of modern education, ranked ninth as a criterion for judging educational advertising material, with 27.9 to 45.3 per cent judging it "of much value"; 21.8 to 56.5 per cent "of some value"; zero to 18.6 per cent "of little value"; and less than 10 per cent considered it "of no value" in judging such material. Seventy-three and four-tenths per cent considered it either "of much importance" or "of some importance" as a criterion.

"Gives knowledge of newer industrial products" ranked tenth as a criterion for judging educational advertising material. From 26.1 to 39.6 per cent judged it "of much importance"; 34.8 to 52.2 per cent "of some importance"; 12.3 to 23.2 per cent "of little importance"; and less than 9 per cent of any group considered it "of no value or importance." Seventy-four and six-tenths per cent considered this criterion "of much importance" or "of some importance" in judging such material. The Business Section of the American Home Economics Association which met at Boston, June, 1929, included this criterion as a suggestion to advertising firms of types of educational advertising material which home economists find of value.

"Mechanical make-up (paper, print, lettering, etc.) such as to avoid eye-strain" ranked eleventh as a criterion, with 13 to 42.5 per cent judging it "of much importance"; 13 per cent to 56.5 per cent "of some importance"; 5 to 21.9 per cent "of little importance"; and less than 5 per cent of any type of home economics worker considering it "of no value." Seventy-one and one-tenth per cent consider this criterion "of much importance" or "of some importance" in judging educational advertising material.

"Interest in further inquiry is stimulated," a principle of modern education, ranked twelfth in value as a criterion for judging educational advertising material by the total group of home economists responding. From 17.4 to 43.5 per cent judged this criterion "of much importance"; 28.3 to 48 per cent "of some importance"; 7.5 to 26.1 per cent "of little importance"; and 7 per cent or less of each type of home economics worker considered it "of no importance" as a criterion for judging such material. Seventy and seven-tenths per cent of the total group responding considered this criterion "of much" or "of some importance" in judging educational advertising material.

"Prepared by home economics college trained person," "Adaptability to different uses," "Prepared by scientifically trained person" were not included in the final criteria considered important by home economics workers, since less than 70 per cent of the total group responding considered them "of much importance" or "of some importance" as criteria for judging educational advertising material. Seventy per cent was arbitrarily taken since there was the greatest break between the twelfth and thirteenth criteria, with the exception of that between the first and second criteria and between the fourteenth and fifteenth.

Judgments of Jury Relative to Criteria

To validate the criteria deduced by home economics workers throughout the United States, a jury of twelve experts in varied educational fields was selected to judge or rank the same criteria. The jury consisted of the following:

1. Expert, Bureau of Home Economics, Department of Agriculture, Washington, D. C.
2. A former state supervisor of home economics, still engaged in educational work.
3. The head of a home economics department, in an institution of college grade.
4. The supervisor of home economics in a city school system.
5. A teacher of general education in an institution of college grade.
6. A person of recognized standing in elementary education.
7. A person of recognized standing in secondary education.
8. A person of recognized standing in industrial arts education.
9. A person of recognized standing in fine arts education.
10. An educational psychologist in an institution of college grade.
11. An advertising expert who has had educational training and experience and deals with materials used chiefly in home-making.
12. An authority on advertising both from the advertising and from the consumer standpoint.

Table 40 shows the number of jury rankings "of much importance," "of some importance," "of little importance," and "of

TABLE 40

JUDGMENTS OF JURY RELATIVE TO CRITERIA, ARRANGED IN RANK ORDER OF VALUE ACCORDING TO SUM OF WEIGHTED VALUES

RANK ORDER OF CRITERIA	NUMBER AND PER CENT JUDGING								SUM OF WEIGHTED VALUES
	OF MUCH IMPORTANCE		OF SOME IMPORTANCE		OF LITTLE IMPORTANCE		OF NO IMPORTANCE		
	No.	%	No.	%	No.	%	No.	%	
1. Reliability of state- ment or product ...	12	100	..	...	..	...	..		300.0
2. Freedom from minor misstatements or ob- solete data	10	83.3	2	16.7	..	...	..		283.3
3. Timely, interesting, and effective data ..	8	66.7	4	33.3	..	...	..		266.7
4. Based upon interests of group for whom material is intended	7	58.3	5	41.7	..	...	..		258.3
5. Individual growth or development provid- ed through use of material	8	66.7	2	16.7	1	8.3	1		241.8
6. Based on scientific experimentation	8	66.7	1	8.3	3	25.0	..		241.7
7. Interest in further inquiry is stimulated	7	58.3	4	33.3	..	...	1		241.5
8. Mechanical make-up such as to avoid eye- strain	3	25.0	9	75.0	..	...	..		225.0
9. Prepared by trained expert with modern educational training and point of view ..	5	41.7	5	41.7	..	...	2		208.5
10. Gives knowledge of newer industrial products	4	33.3	4	33.3	4	33.3	..		199.8
11. Principles of art ap- plied	1	8.3	9	75.0	2	16.7	..		191.6
12. Apparent purpose so- cial welfare more than commercial profit	3	25.0	3	25.0	4	33.3	2		158.3
13. Prepared by scien- tifically trained per- son	2	16.7	5	41.7	2	16.7	3		150.2
14. Prepared by home economics college trained person	2	16.7	3	25.0	2	16.7	5		116.8
15. Adaptability to dif- ferent uses	1	8.3	3	25.0	5	41.7	3		116.6

no importance" for each criterion; the per cent of each of the above rankings for each criterion; and the sum of the weighted values which was used to secure rank values. Weighted values were obtained by multiplying by three the per cent ranking each criterion "of much importance," multiplying by two the per cent ranking each criterion "of some importance," multiplying by one the per cent ranking each criterion "of little importance," and adding these three products together.

Table 41 is a comparison of the rank order of the criteria judged by home economics workers throughout the United States and by the jury of twelve, composed of experts from the various fields of education, including educational advertising experts.

TABLE 41

COMPARISON OF THE RANK ORDER OF CRITERIA JUDGED BY HOME ECONOMICS WORKERS AND BY JURY OF EDUCATIONAL EXPERTS

CRITERIA	RANK ORDER	
	HOME ECONOMICS WORKERS' JUDGMENT	JURY JUDGMENT
Reliability of statement or product	1	1
Based on scientific experimentation	2	6
Freedom from minor misstatements or obsolete data	3	2
Prepared by trained expert with modern educational training and point of view	4	9
Timely, interesting, and effective data	5	3
Based upon interests of group for whom material is intended	6	4
Apparent purpose social welfare more than commercial profit	7	12
Principles of art applied	8	11
Individual growth or development provided through use of material	9	5
Gives knowledge of newer industrial products ...	10	10
Mechanical make-up such as to avoid eye-strain	11	8
Interest in further inquiry is stimulated	12	7
Prepared by home economics college trained person	13	14
Adaptability to different uses	14	15
Prepared by scientifically trained person	15	13

While there are only two items for which the rank order for the two groups agree, "Reliability of statement or product" and "Gives knowledge of newer industrial products," nevertheless

there is a significant agreement or correlation, since with Spearman's formula based on rank differences

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)} = .75$$

Several notes were added which offer interesting points of view. From an advertising authority: "Whether advertising is prepared by trained or untrained people is not important in itself. Trained advertising people merely represent a somewhat higher percentage (we hope) of scores of successes than the untrained. Educational advertising should be information giving and reason giving and not merely suggestion and crude reason giving reiteration. Most advertising is an insult to intelligence and succeeds only because there is very little intelligence." From the other advertising person the following note was included relative to the type of person most competent to prepare such material: "There isn't such a person as 'trained expert with modern educational point of view,'" also, "material 'prepared by scientifically trained person' of little help unless used only by scientifically trained people. Material of this kind is never prepared by one person alone." Also this further note on the criterion, "Principles of art applied": "Need or interest in article may overcome poor art work or having none at all."

It is to be understood that the above twelve criteria selected for judging educational advertising material are not all to be used on all pieces of educational advertising material. Common sense is naturally to be used, and only where it is possible to apply a principle of art would one expect to use the art criterion. The same is true of every other criterion. It is quite evident, however, that not all the standards or criteria are applied with equal ease.

Censorship of Educational Advertising Material by Qualified Person or Committee

To the question, "Would you consider it advisable to have all educational advertising material passed upon by the supervisor of home economics or some other qualified person or committee before such material is sent to schools?" the answers shown in Table 42 were received.

All but twelve of the 260 who returned questionnaires answered this question. Of those replying approximately three-

TABLE 42
CENSORSHIP OF EDUCATIONAL ADVERTISING MATERIAL

ANSWER	ELEMENTARY AND JUNIOR HIGH SCHOOL		SENIOR HIGH SCHOOL		NORMAL SCHOOL AND COLLEGE		CITY SUPER- VISOR		STATE SUPER- VISOR		HOME DEM- ONSTRATION WORKERS		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Total replies	43	...	73	...	50	...	21	...	37	...	24	...	248	...
Yes	27	62.8	58	79.5	37	74.0	14	66.7	23	62.2	20	83.3	179	72.2
No	16	37.2	15	20.5	13	26.0	7	33.3	14	37.8	4	16.7	69	27.8

fourths were in favor of some type of censorship, and one-fourth opposed to such a procedure. It is interesting that the group with the smallest per cent (62.2 per cent) favoring censorship is state supervisors, upon whom the burden would fall according to one method suggested. Elementary and junior high school teachers were second lowest with 62.8 per cent, and home demonstration workers highest with 83.3 per cent.

A number of notes were added which show the attitude of the various home economics workers toward the question.

From senior high school teachers: "Some *qualified* committee." "Yes, absolutely." "No, that's all she would get done." "No, if a teacher can't judge material, she ought not to be teaching." "No, because some of it might not be sent." "I don't think it necessary."

From normal school and college teachers: "Yes, *qualified* committee." "Yes, usually. Depends entirely on experience and training of such." "Yes, if they have time to do the job thoroughly." "If in large system, yes, before it is used. I think that the individual teacher might have the privilege of having it for her own reasons, but not necessarily to put in the hands of students." "No. This is assuming that teachers are all competent." "No, should not be necessary if teachers are well trained."

From city supervisors: "No. Teacher should be able to select according to needs."

From home demonstration workers: "Yes, extension." "Yes, some qualified committee."

From state supervisors: "Yes, some qualified person or committee." "Yes, I try to control this; but some manufacturers get into direct touch, and I find some bad materials used—too much advertising." "Yes. *Committee*." "Would suggest organization like Institute of *Good Housekeeping*." "No. I should say *not*." "No. Teacher's judgment is good." "No. Too difficult. Too many persons approachable by big interests. Can't check adequately. Too expensive." "No, impractical. Train for standards in college, aided by representatives of concerns with educational viewpoint who are invited to colleges."

Summary

1. "Reliability of statement or product" was considered most important in judging educational advertising material, since with the exception of junior and senior high school groups the largest per cent of all types of home economics workers ranked it "of much importance."

2. The following criteria were considered "of much importance" or "of some importance" by at least 70 per cent or more of the 260 home economists returning questionnaires:

- a. Reliability of statements or product.
- b. Based on scientific experimentation.
- c. Freedom from minor misstatements or obsolete data.
- d. Prepared by trained expert with modern educational point of view.
- e. Timely, interesting, and effective data.
- f. Based upon (*i.e.*, consideration of) interests of group for whom material is intended.
- g. Apparent purpose social welfare more than commercial profit.
- h. Principles of art applied.
- i. Individual growth or development provided through use of material.
- j. Gives knowledge of newer industrial products.
- k. Mechanical make-up, (paper, print, lettering, etc.) such as to avoid eye-strain.
- l. Interest in further inquiry is stimulated.

3. There is a significant agreement or rank order correlation of .75 between the criteria selected by at least 70 per cent of the 260 home economists returning questionnaires and by the jury of twelve experts.

4. Seventy-two and two-tenths per cent of those replying are in favor of some type of censorship. The group with the smallest per cent favoring censorship is state supervisors, upon whom the burden would fall according to one method suggested.

CHAPTER IX

PROBLEMS OF CONTROL AND LIMITATIONS

Legal Problems

There has been much discussion during the past two or three years concerning the advisability of admitting any type of advertising to schools. Many school people have strong convictions "pro" and "con" on this debated question. Some individual schools and city school systems have definite rulings regulating or prohibiting the use of advertising, and some states have even passed laws dealing with the matter. The following discussion will attempt to set forth the findings as secured from the questionnaire sent out to home economics workers and from the letters sent to all state superintendents of instruction asking them about laws, regulations, or rulings concerning the use of advertising material in the public schools of their state and soliciting their opinions or experiences relative to the use of such material.

Replies were received from 47, or 98 per cent, of the state superintendents of instruction and also from the superintendent of schools for the District of Columbia. (No reply was received from Illinois.) In eight states—California, Delaware, Louisiana, New York, Minnesota, New Hampshire, North Dakota, and Rhode Island—and also in the District of Columbia there are state laws or rulings governing the use of propaganda in the schools. These laws and rulings are given in the Appendix, page 180. Maryland has no state law or ruling concerning the use of advertising, but each county has adopted a policy to suit its own conditions. Twenty-nine states and Hawaii have local rules or regulations which vary in the different cities. According to the reports from the various types of home economics workers, the states having local regulations are: Alabama, California, Colorado, Florida, Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota,

Tennessee, Texas, Virginia, Washington, and Wyoming. Thus we see the matter has received consideration in many states, although there seems to be no uniformity in the method of handling. In California there is a law against school use of commercial advertising, but schools may use material if they secure authorization by state, county, or local boards. In twelve states in which there are no laws, state superintendents report that they are unfavorable to or discourage its use; that they regretted that there was no law or ruling regulating its use; or that they wished help on the problem. Twelve superintendents expressed the opinion that the material was too valuable to exclude, but they felt that teachers, supervisors, and the like should use advertising material with discrimination. In Arkansas commercial firms must secure approval of their request for mailing lists from the state superintendent. In Washington, D. C., no lists of teachers or pupils are given except by permission of the school board. The state superintendents of Alabama and Louisiana do not favor demonstrations, and in those states commercial firms must secure the superintendent's or the principal's permission to give a demonstration in a school. The state superintendent of Alabama approves demonstrations only when they fit into work at that time and when he is assured they will be worth while. Alabama and Connecticut have local regulations, made by superintendents, against demonstrations.

The following letters or notes from state superintendents or persons authorized by them give a fairly true picture of their attitudes toward this problem.

Alabama. "The State Department of Education compiles a directory of home economics teachers each Fall which is given to advertising agencies that request it. This is done with the assumption that the trained teachers should have sufficiently good judgment to know whether they wish to use the material sent out.

"The State Department does not recommend the demonstrations given by any company wishing to go into the schools, but does ask those agencies requesting a directory for this purpose to communicate with the superintendent and principal of the school and to enter the school through their invitation and not directly through the teacher's invitation.

"Our suggestion to teachers of home economics through vari-

ous conferences is that demonstrations be permitted or sought only when they fit into the material being taught at that time and when the demonstrator is of such a type that one is fairly well assured that the demonstration will be worth while.

"There are several superintendents who do not permit demonstrations of any kind given by commercial agencies. Up to the present time, it has not seemed necessary or desirable for the State Department of Education to make a ruling in this matter. This is probably due to the fact that we have few cities, and it is only in those areas that there are a large number of demonstrations available."

Arkansas. "We have no law or rule relative to the use of such material, but it is customary for the state supervisors of the special subjects to approve requests from commercial firms for mailing lists. I do not believe that any firm is furnishing material to teachers without first having secured approval from this office."

California. "It is possible for this material to be used in the public schools of the state provided the teacher has the authorization of the local board of education responsible for the course of instruction in the local district.

"This is our law and is one which would, of course, protect the school system against misuse of such material, either on the part of well-intentioned individuals or those with vicious intent.

"There has been no difficulty whatever in our schools in teachers being able to use any of this material which is really worth while. I do not know to what extent any of it ever receives the approval of the local boards of education. I doubt if much of it goes to them in many cases, as this material is used purely as reference material in most instances."

Connecticut. "It has been the practice of this office not to call the attention of school authorities to advertising circulars or proposals. Whatever may be done with town school committees is a matter of local concern. In any event it has no recognition from the State Board of Education."

Delaware. "We have no bulletins dealing with the question of educational advertising material. Some of it is used in this state in almost every department of our schools. In our home economics departments we find the evaluation of this material a valuable source of training. When the advertising is

book covers, for instance, furnished free to the schools, it has a different result.

"I am coming more and more to the conviction that an institution established for definite purposes and maintained at public expense should not permit itself to be used for private commercial ends, no matter how worthy those ends may be.

"I recognize, however, that a procedure of this kind would necessarily eliminate very valuable material and that probably a total elimination would be carrying a ruling too far. When advertising requires personal solicitation the State Board of Education has required that it should be done only after permission has been given by the State Department.

"I can assure you that anything that you can do to assist administrators in dealing with this perplexing problem will be greatly appreciated."

Georgia. "The state of Georgia has enacted no laws or rulings relative to the use of educational advertising material. I trust you will be able to provide something worth while in this field. It is very much needed."

Louisiana. "Our laws make no reference to educational advertising material in the public schools of this state; but if you have reference to advertising by commercial concerns that have something to sell, the attitude of this office is to discourage such efforts when the purpose is to use the schools as agents for distributing the advertising material or for making demonstrations. Nothing of this kind is permitted except upon the direct authority of the parish school officials."

Indiana. "There are no definite rules concerning advertising in the public schools. There is a rather strong public reaction against the practice, particularly as applied to certain materials for the purpose of propaganda in favor of private companies."

Kansas. "We have no laws, regulations, or rulings relative to the use of educational advertising material in our schools. A fairly considerable use is made of industrial exhibits which are advertising material put out by the firms producing the material in question. I am referring to such things as silk exhibits, chocolate exhibits, lead-pencil exhibits, and other material of similar character."

Maine. "We have definite opinions in regard to the use of advertising material in connection with educational programs,

and our conviction is becoming more thoroughly fixed all the time that there should be no propaganda allowed in the public schools. It is very difficult to determine sometimes just where to draw the line, but very often there are ulterior motives behind movements which have the tendency to use the public schools for definite commercial purposes.

"Schools should in no sense be commercial. They should be free from commercialism and propaganda. Propaganda is never 'the whole truth and nothing but the truth, so help me God,' but is for a definite purpose and one-sided.

"Our plan is that no advertising material shall be used in the schools where there is any liability of producing prejudice unless the governing board has given permission for its use. We have no laws regulating the matter other than consensus of opinion and the ruling of the commissioner of education.

"There are many things connected with business, such as time-tables, bulletins of information on travel, publicity pamphlets, and material of that sort, which may be classed as educational, but we do not believe in taking textbook material or material furnished free to schools by great corporations which present but one side of the case."

Michigan. (From the state supervisor answering for the state superintendent.) "There is no state ruling regarding the use of educational advertising material. The only official statement that I know of is a paragraph in a letter of Superintendent W. H. Pearce's dated June 7, 1928, in which he addressed the teachers in the state through the *Michigan Education Journal* as follows:

"I have also been apprised by the National Education Association that some commercial concerns were making an endeavor to commercialize our schools through the sending to these schools of certain very valuable material, but this material has carried the names of the companies and more or less of advertising. All I ask in this particular is that you be very wise in the use of such material.'

"I am very happy to say that most of the teachers use good judgment and discretion in choosing and referring to the illustrative material put out by commercial concerns. Such material is too valuable to exclude from the schools. The teachers do

need to use it with discretion, but I believe that for the most part this is being done."

Massachusetts. "We have no rules or regulations with reference to the use of such aids but have always been seriously opposed to the use of any material which in any way could be considered as commercial advertising."

Ohio. "Our general tone of comment has been adverse to advertising through the schools unless the matter was one of definite educational value. We have advised schools to send for exhibits of flour mills, silk mills, etc., which add to their educational material. On the other hand we refused to promote a book-cover advertising proposition, although the money was to be for the benefit of a George Peabody College Fund."

Pennsylvania. "The enclosed clipping from the November, 1928, *Pennsylvania School Journal* explains my personal feelings regarding this matter.

"To County and District Superintendents:

"At the present time much free material is available for teachers. The value of some of this material is questionable. The question is sometimes as to the content and sometimes as to methods suggested. For these reasons, it is important that discrimination should be exercised in the distribution and use of such material in our public schools.

"Your coöperation, therefore, is sought in assisting your teachers in their selection of the free material which they give to pupils. At least four points should be kept in mind:

1. The proposed material should have educational values supplementary to those in the textbooks in use.
2. The facts included should be reliable and impartial.
3. The feelings likely to be aroused should contribute to the development of desirable attitudes.
4. The methods suggested should avoid situations that stimulate children to make untrue statements or to draw erroneous inferences."

South Carolina. "South Carolina does not have any laws or rulings relative to the sort of advertising material you mention. In the field of home economics, some very good educational advertising material is available; but within the last couple of years there has been such an influx of all sorts of advertising of articles other than standard that I am at a loss to know what is the wisest course to pursue relative to this mate-

rial in our home economics departments. I have from time to time sent lists of names of home economics teachers to reliable firms, but there is a question in my mind as to the continuance of this. Some advertising is wisely used when it falls into the hands of a teacher who knows how to use it. I shall be glad to hear just what your committee recommends should be done."

South Dakota. "Within my own experience I have found that in some communities where there were small local firms such as a flour mill, it has been necessary to use with discretion such educational advertising material as might be sent out from a concern like ———. Teachers have also explained the using of pamphlets sent out as advertising material with the thought that companies sending this material had in mind the bringing out of the selling points of specific products. Teachers welcome this educational material but realize that they must evaluate it very carefully in order that students may not receive the wrong impressions."

Tennessee. "It has not been necessary to make any rulings in regard to this matter. The attitude, however, is not generally favorable to the use of such matter in the schools."

Utah. "While much educational advertising material is worth while, I feel that sometimes things are misrepresented. Another phase of the problem that gives me some concern is demonstrators from different food-manufacturing companies. While we do not have many of these, sometimes I am sure their demonstrations are not worth while. I have made no ruling on this as I have felt that it was more of a local problem than a state problem. I do feel that when a specialist gives a first-class demonstration it is probably a better lesson than a teacher will give. Sometimes, however, the demonstration puts emphasis on the wrong kind of food. I have given this matter some thought, but have reached no conclusion on it."

Vermont. "Our policy in the matter has been to discourage the use of such material, but there is considerable latitude in the matter due to the fact that a considerable amount of advertising material is really helpful, perhaps more so in the fields of vocational education than the traditional intellectual subjects.

"My own feeling is that the schools should be carefully protected from questionable propaganda and from advertising material or activities, unless it can be shown that the use of such

material is of genuine educational value and at the same time does not exploit the schools in any doubtful way."

Virginia. "The general policy of this department is to discourage such material, although of course much of it may have educational value."

Washington. "I take it that this study is being made with particular attention to advertising material that may be used in home economics courses, and, personally, I can see no harm in the use of such materials, if every company has the opportunity to have its brand shown or used."

Wisconsin. "There are no rules or laws relative to the use of such material in this state. As a result, however, of the activities of the public utilities, there's a great deal of rumbling and several investigations going on at the present time."

Wyoming. "We have no statutes on this subject. Personally, I believe that care should be exercised in the use of advertising material. Our local school authorities, however, have seemed to handle the matter satisfactorily."

Some home economics workers added notes which give an interesting point of view since they—not the administrators—are the persons who finally handle or use home economics educational advertising material.

From elementary and junior high schools: "Governed by custom—not to advertise in school." "Local regulation—no demonstrations." "Give nothing to pupils." "Local regulation—remove name of firm." "Material with name of firm cannot be placed in hands of pupils, according to a local school ruling." "Local ruling against material with too much advertising and not enough educational value." "Our department has never had any occasion to have to ask permission for the use of pamphlets. The law applies more to commercial demonstrations, etc."

From senior high schools: "It is understood that we are not to go into advertising, but there is no rule regarding use of educational material obtained through advertising." "No preference to be shown in community." "Must not advertise." "Use discretion." "Not enough (rules and regulations) to hamper us."

From colleges: "Use with care as we receive state aid." "Local regulations as I've set them up."

From city supervisors: "We are not expected to advertise in schools." "No advertising used *as such* used in public schools."

"All material must be adapted to local conditions." "Local regulation to the extent that no advertising material is to be used except with the consent of the superintendent."

From state supervisors: "Not expected to favor or sponsor any one advertising concern." "Tact and discrimination for educational use." "Must be educational and not just advertising." "There is a state ruling that no commercial representative may use school time for consulting teacher or working with students except by written permission from state office." "We send our teacher lists only to those advertising agencies whose material we are familiar with." "Our teachers find much that is helpful in the advertising material. I am sure that all home economics workers will be glad when the day arrives when all material which is sent out must meet certain standards and requirements and that we can be absolutely sure that statements on the advertising are scientific and are backed up by objective evidence." "We have found the advertising materials available to home economics teachers of definite value especially when the teacher has judgment and uses the materials judiciously. Some of our communities object to the use of advertising material in the public schools. In some instances this material serves as a basis for current knowledge in the preparation of lessons for our teachers. For the most part, the material which has come to our attention is better suited to senior than to junior high school pupils and is of equal value to both classes of teachers." "I shall be interested in a result of the study and suggest that a clearing house be established for the protection of state supervisors along these lines. Hardly a day passes that I do not receive a request from some commercial concern for a list of home economics teachers." "I think it a very great mistake, and in fact a dangerous policy, for commercial concerns to assume the responsibility, as advertising, of the preparation of material in the form of lessons or courses of instruction or series of lessons for the public school systems. This is not the function of such groups of people, and I have no doubt that the continuance or endorsement of such a policy would eventually lead to legislation which would eliminate entirely the use of such material from the public schools."

From home demonstration workers: "We must not recommend brands." "We do not permit advertising." "Policy is not to

use commercial names in meetings." "Extension service cannot commercialize."

From the above it is very evident that educators are giving much thought to the problem of educational advertising material in schools. However, there is wide variation in regard to their feelings toward its use and how the problems should be handled. The increasing demand that school activities be related to the every-day life of pupils has resulted in the necessity of providing supplementary and enriched materials for teaching, but the ceaseless, and occasionally unscrupulous, efforts of agents to get their particular product, their particular day or week, or their idea or doctrine into the classroom has made some executives biased toward all advertising material. Blanket action has, in some cases, been taken against the use of all outside materials, with the result that valuable material is excluded along with the questionable.

"Objection is sometimes raised to the using of free booklets since they are likely to be of the nature of propaganda, which has come to mean biased fact and opinion. Much, however, that our pupils are reading in newspapers, magazines, advertisements, and even books is propaganda, and who better than the science teacher can train pupils 'to weigh and consider,' to demand facts, and to form their own conclusions based on evidence? Thus, entirely aside from the rich fund of facts that may be mined in them, free pamphlets present a challenging experience in living, both to teacher and pupil."¹

The following extracts from the Committee on Propaganda in Schools sums up very fairly the situation in regard to the needs and dangers of laws and regulations relative to the use of educational advertising material.

"The committee is unwilling at this time to specify in detail the function of the state, as opposed to the local community, in dealing with the problem. We emphatically believe, however, that legislation on this matter, particularly of a specific character, is likely to do more harm than good. Legislation which specifies in too much detail what cannot be done in the schools, is likely to prove as troublesome as that which in some states

¹ Woodring, Maxie Nave, Oakes, Mervin E., and Brown, E. Emmett, "Enriched Teaching of Science in the High School," pp. v-vi, Bureau of Publications, Teachers College, Columbia University, 1928.

now specifies in detail what shall be done. If legislation is adopted prohibiting the use of outside materials, it should be of the most general character, leaving it to the state board of education to interpret the law and to translate it into specific action. Legislators should realize clearly that their position of public responsibility makes them especially subject to appeals from organized minorities. They should further remember that it is the function of the legislature to prescribe only general rules for the conduct of local schools. Responsible educational boards have been created by law in local communities for the express purpose of determining just such questions as the extent and character of the course of study. While state legislatures have an undoubted legal right to exercise specific supervision, it is against sound public policy for them to attempt to do so.”²

The committee further states that it “believes that at the present time state departments of education can exercise a helpful relationship toward this problem in these directions:

1. By discovering and studying the purposes and methods of the various outside agencies and materials encountered by the local school systems of the state as a preliminary to possible protective legislation or rulings by the state department.

2. By preparation of statements clarifying and delimiting the functions which school boards, school executives and their staffs, and teachers should exercise in dealing with this problem.

3. By setting up the principles and supplying the information needed by boards, school executives, and teachers in dealing with this problem in their particular state.

4. By keeping clearly in mind the dangers that lurk in minute central control. It is usually better to develop the ability of local communities and the individual teacher to handle a problem such as this, than to try to handle it for them from central headquarters.

5. By exercising great caution in endorsing proposals brought to them for introducing propaganda materials into the schools.

6. By securing the advice of a number of educational and subject-matter experts before adopting or authorizing textbooks for public school use.

7. By encouraging a state program of teacher-training in-

² “Report of the Committee on Propaganda in the Schools,” pp. 27, 28, presented at the Atlanta Meeting of the National Education Association, July, 1929.

struction which will lead to recognition of the importance of the propaganda problem.”³

And finally, in the following paragraph, the committee in a very fair way presents the dangers of too drastic and inflexible rules.

“The Committee cautions school officials against the adoption of drastic and inflexible rules which deprive the schools of desirable contacts with outside materials and agencies. It is equally a mistake to have no policy for the guidance of principals and teachers in dealing with such materials. An inflexible policy is not the alternative to no policy. If properly selected and evaluated, materials furnished from the outside will help to keep the school in touch with real life. School subjects quickly become obsolete unless educational leaders are in constant touch with social conditions and able to interpret the ever-changing needs of our dynamic society. The school must interpret the needs of life, and therefore the school is not adverse to taking educational material that is of vital importance. We recognize the fact that the schools look to society for the sanction of new subject matter and activities to replace those which have become formalized.”⁴

Thus, the welfare of the children should be the determining factor in deciding the policies which are to govern the admission or exclusion of outside materials and influences.

Ethical Problems

In the *New York Herald Tribune* report of the International Advertising Congress held in Berlin, August, 1929, President Hoover is quoted as saying that “the ethical element in advertising is more important than the economic.”⁵ In the same report Prof. Emil Doviafat, director of the German Institute of Journalism, commenting on the above statement, said: “If the President of the country doing the largest advertising business of the world makes such a statement, it means international betterment.”

Prof. Harry Dexter Kitson in his book “The Mind of the Buyer” says: “When we regard a sale from the ethical point

³ *Ibid.*, pp. 27, 28.

⁴ *Ibid.*, p. 29.

⁵ “Report of International Advertising Congress, Berlin, 1929,” p. 8, *New York Herald Tribune*, August 14, 1929.

of view we stress the rightness or wrongness of the transaction. We ask: Is this practice right? Are the goods being sold at a fair price? Are they being sold with a consideration for the rights of competitors? The ethical side of selling is exceedingly important from the standpoint of society, and it is gratifying to note that the standards of ethics in the business world are rising.”⁶

While we, in general, understand and realize the importance of the ethical phase of this subject, it might be wise in the light of the first part of Professor Kitson’s statement to discuss the responsibilities of the advertiser and of the home economist using the material prepared.

In the first place, one needs to keep clearly in mind in the preparation and use of educational advertising material that the welfare of the child should govern what should be included. The child is forced through compulsory attendance laws to attend school; hence he is entitled to protection from exploitation. “The only basis upon which any concern or organization has a right to appeal for access to the schools is that it is prepared to make some definite contribution to the accepted school program. The legitimate program of instruction should not be interrupted by those who are not familiar with the broad purposes of the schools. A particular poster, chart, picture, pamphlet, motion picture, manual, or textbook, therefore, has little value for schools unless it can be used in the regular school program in a manner which will enrich that program and aid in the accomplishment of its objectives. Stated differently: Material to be acceptable must be indispensable to the education of children.”⁷

There are certain points which arise or seem self-evident if we agree with the above statements. In the first place, if the American public school is a common school, it cannot be the agency of any particular race, class, creed, or economic or political group. “The public schools are the public’s schools. This has frequently been said; and it is true. For that reason the public should take a keen interest in the schools; should see that they receive adequate support, that they are efficiently

⁶ Kitson, Harry Dexter, “The Mind of the Buyer; a Psychology of Selling,” pp. 7, 8, The Macmillan Company, 1921.

⁷ “Report of the Committee on Propaganda in the Schools,” p. 30, presented at the Atlanta Meeting of the National Education Association, July, 1929.

conducted, and that the hand of the exploiter is restrained. Equally the public courts are the public's courts. But who would think of using the courts to advertise some particular brand of soup, or to ventilate the pet notion of some voluntary organization? But these are similar to what some groups or individuals expect of the public schools."⁸

The schools must not be used for personal gain, but rather any material admitted must stand on its own merits. While one realizes that the educational material prepared is for advertising purposes, yet the name and advertising features should not be too prominent, *i. e.*, the advertising factor should be subordinate and incidental to the educational value. Home economists have expressed themselves as feeling that if the material being advertised is of high grade, a study of standards for that type of commodity tends, in their opinion, to sell the commodity more than does a too conspicuous name on the educational advertising material, since in some cases this tends to cause a feeling of distrust toward the concern which needs to resort to such excessive prominence of name (see Chap. V, pp. 65-71). However, in the minds of many, it adds to the value of the educational advertising material if the name is present in an inconspicuous way.

It goes without saying that honesty of statement is of prime importance in any material which is to be used in schools. "The propagandist too often begins with his conclusions and picks and chooses near-truths or half-truths which help him to establish his cause, his one big idea. Education should aim to get all the facts as far as known and to search for the truth, wherever it may lead. Education implies candid discussion, argument, reflection, decision. Propaganda too often takes the form of moral, social, political coercion."⁹ The progressive merchant "has come to realize that the buyer is entitled to know the truth about the goods which are offered for sale, that fair prices and substantial values, with honest statements in advertising, bring the best good to both buyer and seller."¹⁰ Generalities should be

⁸ "Annual Report of the Superintendent of Public Schools of the City of Philadelphia," p. 26, The Board of Public Education, June, 1928.

⁹ Doherty, Agnes E., "Days and Weeks," *Second Yearbook*, National Education Association, Department of Superintendents, vol. II, p. 175, 1924.

¹⁰ Allen, Frederick J., "Advertising as a Vocation," p. 2, The Macmillan Company, 1919.

avoided as much as possible and specific words should be used instead. Words like best, highest grade, first class, superior, most important, and the like have been used so extensively that they no longer have any strength of meaning. "Describing goods so that they appear better than they really are is only a round-about way of overstating value. People will soon discover deception of this type and will cease to buy goods where it is practiced. Most stores realize this and are sticklers for the whole truth. . . . To be most effective, their advertising must merit the implicit belief of the readers and be absolutely honest in every detail. It is not sound policy to gloss over defects in the goods."¹¹ Misrepresented scientific truths, *i.e.*, half-truths, and exaggerations were considered the most common defects of educational advertising material (see Chap. V, p. 57).

One of the aims of modern education is so to train children that they will have that flexibility of mind which makes for social evolution rather than social stagnation. This is accomplished only by giving both sides of debatable questions, or at least unbiased presentations of material. In a changing world no one method or current practice can be given which will fit the ever-changing needs of a dynamic society. The modern teacher realizes the value of keeping the school in proper relationship with the outside world, if the child is later to understand and adapt to real life situations. Therefore, if an organization has a valuable contribution to make, it is legitimate to allow it to operate in the school. The problem is to keep in close touch with the outside world and yet not become the dupe of "harmful influences" or worthless material. Teachers must be on their guard lest they form the opinions of their students instead of furnishing the environment and proper conditions in which the students will think things out for themselves.

The character of the agency or organization issuing material frequently influences the decision whether the material is allowed or disapproved for school use. In the study made by the Committee on Propaganda in the Schools, there was a preponderance of opinion of over two to one in favor of giving the character of the issuing agency some influence in deciding on its value.

¹¹ Herrold, Lloyd Dallas, "Advertising for the Retailer," p. 112, D. Appleton and Company, 1923.

"The replies indicate that among the elements which influence decision are:

Whether the agency competes with a local concern where the agency is of the 'social welfare' type.

Whether the agency is a 'substantial' as opposed to a 'fugitive' organization.

Whether the motive is selfish or altruistic.

Whether the motive is patriotic or otherwise.

Whether the agency has political connections.

Whether the agency is local or national in scope.

Whether the aims of the agency concur with the aims of the school.

Whether the agency seeks to create a market for 'staples' or 'luxuries.'

Whether the agency is locally popular or unpopular."¹²

Thus, if an agency preparing material has a social point of view, that is, if its sole aim is not entering the school to increase sales, but rather because it has something of value to offer to school instruction, the tendency of administrators and those using such material is to accept it.

"Teachers almost unanimously believe that the ethics of their profession forbid them to give representatives of commercial concerns a list of children's names or to allow their class registers to be copied by such representatives. They do not approve of the use of the schools for advertising. For example, while they believe that children may be encouraged to eat certain wholesome foods, they also believe that the teacher must avoid recommending any particular manufacturer or distributor in teaching the value of these foods. . . .

"The privilege of outsiders to address school assemblies and classes should be definitely controlled by educational authorities. Attempts to control or influence superintendents, principals, and teachers to open their classes and assemblies to unauthorized propagandists should be summarily discouraged. . . .

"Contests originating from outside the school are ordinarily of doubtful educational value. Where prize contests are admissible they should preserve the whole ideal of service to others, rather than the hope for a material reward. Group prizes are,

¹² "Report of the Committee on Propaganda in the Schools," p. 25, presented at the Atlanta Meeting of the National Education Association, July, 1929.

therefore, preferable to individual prizes. Occasional competition to stimulate interest in particular phases of educational work is not objectionable. . . .

"For any teacher, supervisor, or administrator to urge pupils to purchase any special product not directly related to the work of the schools is unethical. It is also unethical to urge children or teachers to endorse movements or to participate in activities that are not definitely related to the welfare of the schools."¹³

Advertising firms need to awaken to the possibilities of advertising through educational material, but they need also to consider the ethics of the situation. "The school is a powerful advertising medium, and, if wholly active, as influential as the columns of the big newspapers. Many persons from outside seek to have their enterprises exploited through the children. The effort is made either openly and avowedly, as an advertising project, or in a camouflaged way under the pretense of contributing to the public welfare."¹⁴ At no time should firms preparing material for schools forget the function of the school and the rights of the child. The values to the advertiser of this type of advertising may be largely deferred values, but valuable nevertheless.

When advertising firms realize the challenge and prepare accurate, worthwhile material for definite age and interest levels, educational advertising will be much more educational and incidentally will cost less, since at the present time much material lacking entirely in educational value is prepared. Such material cannot be used, and there is a resultant waste of money. "Forward-looking business men today realize that business succeeds because it serves. Both buyer and seller derive benefit from a transaction or both lose."¹⁵

The home economist owes a duty to the firm preparing educational advertising material. When the material sent is accurate, fulfils other important criteria as given in Chapter VIII of this book, and helps her make her teaching more interesting and valuable, it seems only the part of courtesy to so inform the advertiser. On the other hand, if the material does not meet

¹³ *Ibid.*, pp. 18, 31, 32.

¹⁴ Doherty, Agnes E., "Days and Weeks," *Second Yearbook*, National Education Association, Department of Superintendents, vol. II, p. 174, 1924.

¹⁵ Brewster, Arthur Judson, and Palmer, H. H., "Introduction to Advertising," p. 14, A. W. Shaw Company, 1924.

the needs or uses for which planned, a letter offering constructive criticism is of value in improving later material issued by the advertiser. The writer has found firms most appreciative of suggestions and constructive criticism given.

Summary

1. Eight states—California, Delaware, Louisiana, New York, Minnesota, New Hampshire, North Dakota, and Rhode Island—and the District of Columbia have state laws or rulings regulating propaganda in the schools.

2. The following states—a total of twenty-nine—and Hawaii have local rules or regulations which vary in the different cities: Alabama, California, Colorado, Florida, Illinois, Indiana, Kansas, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, New Jersey, New York, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Dakota, Tennessee, Texas, Virginia, Washington, and Wyoming.

3. Twelve state superintendents consider educational advertising material too valuable to exclude, but feel that teachers should use discrimination in its use.

4. The only basis upon which any concern or organization has a right to appeal for access to the schools is that of a worthwhile contribution to make to the education of children.

5. Since the American school is the public's school, it cannot be the agency of any particular race, class, creed, or economic or political group and must not be used by any person or agency for personal gain.

6. While the educational material prepared by firms is partly for advertising purposes, nevertheless schools have a right to expect that in anything admitted to schools the advertising factor will be subordinate and incidental to the educational value. However, the presence, in an inconspicuous way, of the name of the brand or firm on educational advertising material gives a feeling of confidence in the material.

7. Honesty of statement is essential in any material which is to be used in schools. Near-truths or half-truths are dangerous, since less easily detected. Exaggerations existing in the use of such words as superior, best, highest grade, and the like should

be avoided. Generalities should be omitted, and specific words should be used instead.

8. Both sides of debatable questions or at least unbiased presentations should be given. The school must guard against forming the opinions of its students; rather it should help the child to develop judgment.

9. The character of the agency or organization influences teachers and administrators in deciding on the value of the material to be presented. Thus, if an agency preparing material has a social aim and point of view, there is a tendency to allow or accept it.

10. Teachers consider it unethical to give representatives of commercial concerns a list of children's names or to allow their class registers to be copied by such representatives.

11. Teachers feel that the privilege to outsiders of addressing school assemblies and classes should definitely be controlled by educational authorities.

12. "Contests originating outside the school are ordinarily of doubtful educational value." Where prize contests are allowed, they should develop the whole idea of service to others rather than the hope for a material reward.

13. It is considered unethical for any teacher, supervisor, or administrator to urge pupils to purchase any special product not directly related to the work of the schools; also for outside organizations to urge children or teachers to endorse movements or to participate in activities that are not definitely related to the welfare of the schools.

14. Home economists should acknowledge educational advertising material received, and if it is especially valuable they should express appreciation. Also, if material does not meet the needs or uses for the age or grade level planned, a letter offering constructive criticism is of value in improving later material issued by the advertiser.

CHAPTER X

CONCLUSIONS

A review of the values and findings from this study of educational advertising material makes one realize the tremendous possibilities inherent in such material, but also the danger when in the hands of the ignorant or unscrupulous.

Educational advertising material fills a needed place educationally. The consensus from home economics workers is that although not all such material which they receive has educational value, among the worthwhile types there is material which they cannot obtain (or at least time and available funds do not permit them to secure) in other ways. Some of the types or values mentioned are: large charts which can be used by a class, showing manufacturing processes, illustrating health principles and other phases of home economics; exhibits; booklets, giving composition, manufacture, construction, or method of preparation, and those showing the latter in pictorial forms; colored illustrations, which help to show standards for finished products; "up-to-the-minute" material in costume and textile styles, new food products, health, equipment, house plans and furnishings, manufacturing processes, modern methods, and the results of research.

There is a large number of different types of such material being used by home economists. Some forms, such as radio talks and consultation service, are little used; but other types, such as posters, charts, and booklets, are used very frequently.

The types of educational advertising material found most valuable differed with the age and grade level of those with whom they were used. This difference would naturally be expected because of the different interests and abilities of these various groups. It also points to the fact that if educational advertising material is to be of greatest value, it must be prepared with consideration for the needs and interests of the group for whom it is intended.

The most common defects or deficiencies found in educational advertising material are misrepresented scientific truths, that is, half-truths and exaggerations. Half-truths are more subtle and less easily detected, hence are more dangerous in their effects. In many cases only highly trained or technically specialized persons will discover them. Exaggeration seems to be a failing of Americans, who do not have a proper respect for the literal meaning of words. Both of these defects are forms of dishonesty and should be scrupulously avoided.

There is a wide range in motives among the various firms and organizations wishing to use the schools as a medium for advertising. While the ultimate motive may be a larger sale of the given product, at the same time the higher type of educational advertising put out by some firms makes a contribution to social well-being without the slightest injury to anyone. The home economics teacher with thought and discrimination should be able to distinguish these higher motives from those which are almost wholly selfish. Nevertheless the only basis on which any firm has the right to ask admittance of its advertising to our public schools is that it has a worthwhile contribution to make to the educational program. Home economics workers find some forms of educational advertising material, such as recipes or testimonials, of little or no value because, as a rule, they are used to crystallize opinion relative to a product rather than to give both sides, or at least an unbiased presentation, of the subject. The brand or firm name on educational advertising material tends to make the material more valuable if present in an inconspicuous way. If too prominent it gives the impression of strict advertising rather than an endeavor to present something worth while educationally.

One of the vital questions relative to educational advertising material at the present time is whether it should or should not be admitted to our schools. "This powerful influence has become an integral part of our civilization. It cannot be disregarded by the schools. They have already felt its influence and will be affected in the future. If this new force in our civilization is not studied and understood, it may do the schools much harm. In time it might undermine their very integrity and divert them from their true function. On the other hand, if this force is studied and controlled by those in charge of the schools,

it may offer certain important and positive aids in achieving the purpose for which the schools exist.”¹

From the present study it would seem that the problem is one of discriminating selection rather than total exclusion. Home economics workers feel that much of the material has real educational value, that it helps them to keep in touch with real life, and that it gives them valuable teaching aids which frequently would not be available to them otherwise. Laws are likely to do more harm than good, since drastic and inflexible rules excluding all educational advertising material from our schools would deprive the schools of much that contains educational value and also of many desirable contacts.

Children are surrounded in life with many influences, some of which are excellent, others detrimental. The responsibility of choosing wisely rests with the individual. However, judgment is a matter of training. “The schools should give greater attention to the development of methods whereby children may be trained in habits of critical judgment. A myriad of influences seek to mold thought in preconceived directions. There is danger that too much of our thinking will be based on slogans and half-truths. To guard against this danger the school should increase its efforts to develop the power of critical judgment and independent thought. . . .

“This is a significant issue for school authorities because of the imperative need for an adult citizenry capable of protecting itself from the many appeals of all forms of propaganda. For successful operation a democracy must have a citizenship which possesses the power to weigh opposing arguments, to suspend judgment until the facts are assembled, to decide fairly and to act intelligently. The uncritical acceptance of propaganda is inimical to all these qualities. Since the citizens of tomorrow are in the schools of today, it is a manifest duty which these schools owe society to prepare children to deal discriminately with outside materials.”²

One of the most important aims or purposes in using educational advertising material, according to normal school and college teachers, is “to develop critical response to advertising.”

¹ “Report of the Committee on Propaganda in the Schools,” pp. 26, 27, presented at the Atlanta Meeting of the National Education Association, July, 1929.

² *Ibid.*, pp. 33, 8.

Should this not be made an important aim or purpose wherever such material is used in our educational system?

Frequently the way a teacher presents material is of more significance than the nature of the material itself. It is indeed most important that we have well-trained teachers who skilfully teach *how* to think rather than *what* to think.

"Another way to combat this evil is to enlighten the children as to methods employed in propaganda. Show them what is called in advertising the psychology of suggestion. Show them how their attention is first secured, their interest aroused, their desire stimulated, how desire is associated with emotion, and how, finally, they are led to action."³

On the other hand, "the most hopeful means of eliminating vulgar and unsocial demand is not to eliminate advertising, but to raise the standards of advertising morally, socially, and artistically."⁴ All material which asks admittance to any part of our public school system should be prepared not by an advertising expert only, but for the most part by an expert trained in the field in which the material is being prepared and by or with the assistance of a person having modern educational training or point of view.

Even with the assurance that all educational advertising material admitted has been prepared by experts with modern educational training and point of view, the home economics worker still has a responsibility in using such material. Just as textbooks differ in value, so too will such material, and it must be evaluated. The following criteria were considered important in judging educational advertising material by those contributing to this study. It is hoped these criteria will assist the person presented with this interesting but challenging experience.

1. Reliability of statements or product.
2. Based on scientific experimentation.
3. Freedom from minor misstatements or obsolete data.
4. Prepared by trained expert with modern educational point of view.
5. Timely, interesting, and effective data.

³ Doherty, Agnes E., "Days and Weeks," *Second Yearbook*, National Education Association, Department of Superintendence, vol. II, p. 177, 1924.

⁴ Edie, Lionel Danforth, "Principles of the New Economics," p. 302, Thomas Y. Crowell Company, 1922.

6. Based upon (*i.e.*, consideration of) interests of group for whom material is intended.

7. Apparent purpose social welfare more than commercial profit.

8. Principles of art applied.

9. Individual growth or development provided through use of material.

10. Gives knowledge of newer industrial products.

11. Mechanical make-up (paper, print, lettering, etc.) such as to avoid eye-strain.

12. Interest in further inquiry is stimulated.

It may be a solution in some states to have state supervisors of home economics or a committee of qualified people pass on all such material. However, most state supervisors would not feel that they had the time to pass adequately on the wealth of educational advertising material, and the work of one state will not always do for another, since some of the material entering schools differs in different states. The solution includes the education of firms preparing such material, as well as home economists, to the understanding and application of basic criteria for judging educational advertising material. Firms should live up to these fundamental criteria if their advertising material is to enter our most important national institution.

APPENDIX

APPENDIX

I. RESULTS OF JUDGING SOME EDUCATIONAL ADVERTISING MATERIAL BY MEANS OF DEDUCED MATERIAL

In the questionnaire sent out to home economics workers throughout the United States approximately 170 specific pieces of educational advertising material were listed. The list was in no way complete but rather representative of different types of educational advertising material which had perhaps had fairly general distribution throughout the country. It included some pieces prepared for specific grade levels, *i.e.*, college, elementary, or junior high school, etc. This was done purposely in order that all types of home economics workers would feel interested in checking the list included. However, it resulted in some of the specialized types of material receiving a lower number of checks "of much" or "of some importance"; because while doubtless more valuable to the selected group, they might on the whole be less widely distributed and used by a group composed of all types of home economics workers.

Four judges were secured to evaluate by direct inspection and judgment twenty pieces of educational advertising material which received, in the list of 170, the highest combined rating "of much" and "of some importance" by the home economics group as a whole. In computing rank order for this list judged by the combined group of home economics workers, those pieces of educational advertising material receiving a ranking "of much importance" were given a weighting of three and those receiving a ranking "of some value" were given a weighting of two. Thus to secure the rank order value for each piece of listed material, the number of rankings "of much importance" was multiplied by the weighted value three, and the number of rankings "of some importance" multiplied by two. The sum of the two products has the total weighted value used in determining rank order for the group of home economics workers.

The four judges were home economics teachers who were acquainted with educational advertising material, in fact had used much in their classes. Judges B and D were teachers of home economics who were more interested in foods and the science side of home economics. Judges A and C, while also teachers of general home economics, were more interested in the art and clothing phases of the work.

On the twenty pieces of educational advertising material which received the highest combined ratings "of much importance" and "of some importance" by the home economics workers who returned questionnaires, Spearman's formula based on rank differences

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

yielded a correlation of .34 between the rankings given by the home eco-

nomics workers and those given by the four judges who used the twelve deduced criteria in forming their judgments.

There are several possible explanations for this low correlation. The home economics workers in the field did not have the material at hand to judge. It was a composite judgment of the thing as a whole, and sometimes such a judgment is influenced by the original appeal. Then, too, many may not have seen the material recently and as a result may have had a hazy conception of it. Also some companies, because of the high cost of producing high-grade educational advertising material, do not send out free material; hence such material may be less commonly distributed, although frequently it is as valuable or more valuable in character or in filling a felt need. Some material is prepared for highly specialized groups, hence not so widely distributed or used. In talks with several teachers who answered the questionnaires, there seemed to be a tendency to mark low if the same material were duplicated in texts or found elsewhere, or to mark higher if it fills a place for which there is nothing else. Of course, the training of the teachers might tend to influence judgments, since different institutions may have different policies or attitudes toward the use of such material or may emphasize different types or values. Thus for one or all of the above reasons some of the best material, according to the judgments of the four judges using the criteria, did not receive the highest rankings with home economics workers from all over the United States who returned the questionnaires.

The four judges used the twelve criteria which 70 per cent or more of the home economics workers throughout the United States answering the questionnaire considered important in judging such material. They had the specific pieces of educational advertising material at hand and judged each piece with the twelve points or criteria.

The highest score possible for a judge to rank a piece of educational advertising material, using the twelve criteria considered important by more than 70 per cent of those reporting, was 48. Comparing the judgments of the four judges, using Toops' correlation formula as given in "Eliminating Pitfalls in Solving Correlation,"¹ the following results were obtained.

TABLE 43

COMPARISONS BETWEEN RANKING OF JUDGES EVALUATING THE TWENTY
PIECES OF EDUCATIONAL ADVERTISING MATERIAL

	JUDGE B	JUDGE C	JUDGE D	MEAN	S.D.	RANGE	INCLUSIVE RANGE
Judge A . .	-.3818 ± .13	.6205 ± .09	.1464 ± .15	39.30	6.74	25-47	23
Judge B . .		.0247 ± .15	.4657 ± .12	37.20	3.70	30-43	14
Judge C . .			.2650 ± .14	39.95	4.21	26-44	19
Judge D . .				36.25	4.62	24-43	20

¹ *Journal of Experimental Psychology*, December, 1921.

The most significant correlations were $.62 \pm .09$ between Judges A and C, who were home economics teachers interested especially in the textiles, clothing, and art phases of the subject; and $.47 \pm .12$ between Judges B and D, who were interested especially in foods, nutrition, and the science phases of home economics. There was fairly reasonable agreement in range of judgments, with the exception of Judge B, whose range was decidedly shorter than that of Judges A, C, and D. This would seem to indicate a less differentiating judgment on the part of Judge B.

The variability of judgments as measured by the Standard Deviation is nearly the same for Judges C and D, while Judge A has a greater variability and Judge B a lesser.

Because of her interest in carrying the study further, the writer had the four judges also evaluate the pieces of educational advertising material ranging from 21 to 30 in rank order for the total number of checks received "of much importance" and those for the rank order for the total checks received "of much" and "of some importance" by the combined group of home economics workers.

The piece of educational advertising material which was thirtieth in rank order of number of ratings receiving "*of much importance*" by home economics workers returning questionnaires received one-third the number of such ratings as that received by the piece of educational advertising material which was first in above rank order, *i.e.*, 40 versus 119. The piece of educational advertising material which received thirtieth in rank order for the total number of checks receiving "*of much*" and "*of some importance*" by home economics workers throughout the United States received 46.9 per cent of the total number received by the piece of educational advertising material which was first in above rank order, *i.e.*, 198 checks as compared with 401.

The piece of educational advertising material ranking twentieth in the rank order for the checkings "*of much importance*" received 55 per cent of the ratings "of much importance," or 66 as compared with 119 checkings received by the piece of educational advertising material ranking first. The piece ranking twentieth in the rank order for the total ratings "*of much*" and "*of some importance*" by home economics workers throughout the United States received 64.5 per cent, or 91 as compared with 141 such ratings received by the piece of educational advertising material ranking first.

It seemed fairer to judge with the criteria twenty pieces rather than thirty pieces of educational advertising material ranking highest, since more than 50 per cent of the total checks received for both the ranking "*of much importance*" and the combined checks for the rankings "*of much*" and "*of some importance*" were received by the twenty pieces of educational advertising material in both of the above rank orders, *i.e.*, 55 per cent of the rankings "*of much importance*" and 64.5 per cent of the total rankings "*of much*" and "*of some importance*."

It also seemed fairer and more representative of the group responding to consider the twenty pieces of educational advertising material in rank order for the total rankings "*of much*" and "*of some importance*" rather

than the twenty pieces ranking highest in the number of ratings “of much importance,” since some people give high ratings, some an average rating, and some differentiate closely in their judgments.

Although the pieces of educational advertising material from 20 to 30 in rank order, according to total number of checks “of much” and “of some importance” by home economics workers in the United States, received only from one-third to one-half as many checks “of much importance” as did the piece ranking first in above rank order; nevertheless the writer was interested to know the correlation, if any, between the thirty pieces highest in the above list, which included the ten ranging from 20 to 30 in rank order, and the thirty pieces judged highest by the four home economists who had them in hand and judged them using the twelve deduced criteria. Since their low ranking might have been due to many of the home economics workers not having worked with them very recently, or for various other reasons as given earlier in this chapter, there was no correlation (.0009), as might have been expected, between the two rank orders using Spearman’s formula based on rank differences. Comparing the judgments of the four judges of these thirty pieces of educational advertising, using Toops’ correlation formula,² there is again a significant correlation, $.64 \pm .07$, between Judges A and C, whose home economics interests are clothing, textiles, and the art phases of home economics, and $.46 \pm .10$ between Judges B and D, whose home economics interests are foods, nutrition, and the science phases of home economics. Judge B again shows a narrow range and a small standard deviation.

TABLE 44

COMPARISONS BETWEEN RANKINGS OF JUDGES EVALUATING THE THIRTY
PIECES OF EDUCATIONAL ADVERTISING MATERIAL

	JUDGE B	JUDGE C	JUDGE D	MEAN	S.D.	RANGE	INCLU- SIVE RANGE
Judge A..	-.2114±.12	.6351±.07	.1290±.12	38.80	6.65	25-47	23
Judge B..		.0139±.12	.4642±.10	37.90	3.59	30-43	14
Judge C..			.1918±.12	39.07	5.21	26-45	20
Judge D..				38.00	4.72	24-46	23

A conclusion which might be deduced from the results of the above comparisons may be that there is need of definite criteria for judging educational advertising material, since to date there has been nothing to assist the home economics worker in evaluating such material and there have been very few suggestions relative to the use of such material. “In deciding whether or not an organization has something to contribute educationally, it is necessary to have some standard of measurement by which it can be brought clearly into the open.”³

² “Eliminating Pitfalls in Solving Correlation,” *Journal of Experimental Psychology*, December, 1921.

³ Jacobson, Conrad, “Exploitation of the Public Schools by Outside Organizations,” thesis for Master of Arts Degree, University of Nebraska, 1927, p. 38.

Another deduction which might be drawn is that judges use the criteria in terms of their training and the importance of the criteria in their phase of work, *i.e.*, clothing and textile workers view things perhaps from a different point of view than do science or food and nutrition home economics workers. There was significant correlation between the judgments of the judges in each of these fields of home economics but little between those in the art and in the science phases of home economics.

Summary

1. There was a correlation of .34 between the rank order values for the twenty pieces of educational advertising material receiving the highest combined ranking "*of much*" and "*of some importance*" by the home economics workers returning questionnaires and between the rank order from the judged value of these same pieces of educational advertising material by the four judges who used the twelve deduced criteria in judging.

2. The above low correlation may be due to one or a number of causes as discussed in the chapter.

3. The correlation between the judgments of Judges A and C, who are home economics teachers interested in the textile and art phases of home economics, was $.62 \pm .09$ for the twenty pieces of educational advertising material.

4. The correlation between the judgments of Judges B and D, who were home economics teachers especially interested in foods, nutrition, and the science phases of home economics, was $.47 \pm .12$.

5. There was little correlation or even, in some cases, a minus correlation between the other judges.

6. There was no correlation between the thirty pieces of educational advertising material receiving the highest combined ranking "*of much*" and "*of some importance*" by the home economics workers returning questionnaires and between the rank order from the judged values of these same pieces of educational advertising material by the four judges who used the twelve deduced criteria in judging.

7. There is, between the judgments of Judges A and C and those of Judges B and D for the thirty pieces of educational advertising material, a significant correlation similar to that found for the twenty pieces of such material.

8. A deduction from the judgments is that the judges use the criteria in terms of their training and of the importance of the criteria in their phase of work.

II. QUESTIONNAIRE ON EDUCATIONAL ADVERTISING MATERIAL USED BY HOME ECONOMICS TEACHERS

INFORMATION DESIRED ABOUT INDIVIDUAL REPORTING

(Please check (✓) or fill in appropriate data)

I. Position of Person Answering This Inquiry

1. Teacher of

-a. Foods, clothing, and other housewifery activities, elementary school.
-b. Homemaking, junior high school.
-c. Foods, senior high school.
-d. Clothing, senior high school.
-e. Vocational homemaking, vocational high school.
-f. Home economics in college. If "f" is checked, please state subjects taught

2. Other types of position

II. Your Training beyond High School

NAME OF INSTITUTIONS ATTENDED	LOCATION	HAVE YOU TAKEN COURSES IN HOME ECONOMICS OR EDUCATION ?				TOTAL NUMBER OF YEARS OF TRAINING	DEGREES
		PREVIOUS TO 1918		SINCE 1918			
		Yes	No	Yes	No		

III. General Information to Be Filled by Teachers Only

-1. State in which teaching.
-2. Population of town or city.
-3. What is the enrollment of girls in the school in which you teach during the school year?
-4. What is the number of the above total enrolled in your home economics department during the school year?
-5. How many full-time instructors in your department?
-6. How many part-time instructors?

INQUIRY ON THE EVALUATION OF ADVERTISING MATERIAL AVAILABLE TO HOME ECONOMICS TEACHERS

(Please check or fill in appropriate data)

I. Use of Advertising Material

- A. What are the types of *advertising* materials and services which you make use of in an educational way? Check once (✓) those you use and twice (✓✓) the types or type you have found most valuable.

- | | |
|---|---|
|1. Posters, charts |10. Booklets |
|2. Advertisements in magazines |11. Lectures |
|3. Catalogues of business houses |12. Radio talks |
|4. Exhibits sent or loaned by business houses |13. Consultation service |
|5. Model houses (Better Homes Week, etc.) |14. Slides |
|6. Store window displays |15. Moving pictures |
|7. Free materials, <i>e.g.</i> , quantity food supplies, etc. |16. Demonstrations |
|8. Samples |17. Style shows |
|9. Equipment loaned for use |18. Commercial advertising exhibitions, <i>e.g.</i> , food shows, electrical supplies, etc. |

Others

- B. How do you use advertising materials? Check once (✓) methods of use and twice (✓✓) the type or types you consider most valuable.

-1. Place in hands of individual students for study purposes.
2. Use on par with other reference material.
3. Give to child to take home.
4. Use in extracurricular club activities.
5. Have demonstration by commercial representative.
6. Class presentation by teacher.
7. Personal use by teacher.
8. Use on bulletin board.
9. Laboratory use of equipment and other materials loaned by commercial firms.

Others

- C. How frequently do you use the advertising material which you receive?

Nearly always?... Frequently?... Not as a rule?... Never?...

- D. 1. Do you use recipes sent out by advertising firms?

Nearly always?... About half of them?... Not as a rule?... Never?...

2. Do the name of the author and reputation of the company influence you in their use? Yes?... No?...

- E. Do you find the lesson plans as organized by advertising firms of value?

Nearly always?... Frequently?... Not as a rule?... Never?...

F. 1. With what group or groups of students do you make direct use of advertising materials? Check (✓) to indicate group or groups and also to indicate relative frequency.

	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH	COLLEGE	HOME-MAKER
Frequently ...					
Occasionally ..					
Never					

2. For which of the following groups do you consider advertising material particularly valuable? Check (✓) according to your opinion regardless of your practice.

	ELEMENTARY	JUNIOR HIGH	SENIOR HIGH	COLLEGE	HOME-MAKER
Frequently ...					
Occasionally ..					
Never					

G. Are there any laws or rulings regulating your use of educational advertising material in schools?

Local regulations?... State law or rulings?...

II. Educational Value

- A. 1. Does advertising matter have teaching material to offer that cannot be obtained in any other way? Yes?... No...
2. Name one or more type examples
- B. 1. Which do you consider the one most serious defect or deficiency?
....a. Slight misstatements d. Out-of-date materials
....b. Misrepresented scientific truth, i.e., half-truths e. Weak or mediocre educational values
....c. Exaggerations f. Poor set-up
2. List others you have noted
- C. 1. Are you favorably influenced by testimonials? Yes?... No?...
2. How do you regard the present tendency to include testimonials in educational advertising material?
Desirable?... Undesirable?...
3. Do you know of the organization "Famous Names, Inc."?
Yes?... No?...
- D. 1. In your opinion does the name of the firm on educational advertising material make the latter more valuable due to the fact that you feel the firm stands back of its name? Yes?... No?...

2. Do you remove the name of the advertising firm before using or placing in hands of students?

Nearly always?... Frequently?... Not as a rule?... Never?...

- E. 1. Does the prominence of the name of the brand or firm on or in the educational advertising material influence the usefulness of the material? Yes?... No?...

How?

- F. 1. Does your home economics department ever pay for educational advertising material put out by firms? Yes?... No?...

- G. Check the following which influence you in your judgment of advertising material. If possible, number in order of influence, i.e., 1, 2, 3, number 1 being most important.

....Author or sponsor
Thought content
Adaptability to use

III. Purpose of Educator in Using Advertising Materials

- A. Why do you use such material? Check once (✓) aims or reasons for using; check twice (✓✓) the *most important* reasons or aims.

....1. For illustration purposes	.... 7. To make available illustrative material teacher has no time to prepare
....2. For information or consumer facts	.... 8. To keep up to date in work
....3. For scientific facts and purposes	.... 9. To stimulate or motivate new interest
....4. To aid limited school budget	....10. To develop critical response to advertising work
....5. Because children enjoy it	
....6. To add interest to class work	

Others

- B. Do you make a practice of looking over advertising material sent to you unsolicited? Yes?... No?...

IV. Preparation, Content, and Standards of Educational Advertising Material

- A. In your opinion which one of the following is most competent to prepare educational advertising material for schools?

....1. Home economics college trained person
2. Person scientifically trained in fields other than home economics
3. Expert trained in his or her field and having modern educational training and point of view
4. Expert in field for which he or she writes

....5. Educational expert only

....6. Advertising or publicity expert

Others
.....

B. Check once (✓) what you would like to have stressed in educational advertising material; check twice (✓✓) the points you find most valuable when included.

.....1. Composition of material advertised

.....2. Production; manufacture

.....3. Historical treatment

.....4. Health-giving qualities, sanitary aspects

.....5. Price

.....6. Reputation of manufacturer

.....7. Possible adulteration or inferiority

.....8. Advantages over similar goods

.....9. Claims based on scientific experimentation

....10. Quality

....11. Dependability

....12. Sound workmanship; durability

....13. Honesty

....14. Use or utility

....15. Artistic considerations

....16. Educational value

....17. Keeping people up to date

....18. Timely, interesting, and effective data

....19. Consider interest of group for whom intended

....20. Appeal to the following common interests:

....a. Desire for beauty, youth

....b. Sex interest and parental desire

....c. Common needs of life such as food, drink, clothing, shelter, rest

....d. Entertainment and sociability, play, use of leisure

....e. Ownership, to collect things

....f. Ease, comfort, luxury

....g. To escape from danger

....h. Success, power, self-assertion

....i. Cleanliness and health

....j. In building things, creative construction, making things

....k. Economy and conservation in life

....l. Desire for the new, unusual, familiar, or for variety

....m. Desire for conventional, style, fashion

C. Would you consider it advisable to have all educational advertising material passed upon by the supervisor of home economics or some qualified person or committee before such material is sent to schools? Yes?... No?...

D. What standards should be used in considering whether such material has educational value? Please grade importance of each standard. If of much importance circle 3, if of some importance circle 2, if of little importance circle 1, if of no importance circle 0.

- | | | | | |
|---|---|---|---|---|
| 3 | 2 | 1 | 0 | Reliability of statements or product |
| 3 | 2 | 1 | 0 | Freedom from minor misstatements or obsolete data |
| 3 | 2 | 1 | 0 | Based on scientific experimentation |
| 3 | 2 | 1 | 0 | Timely, interesting, and effective data |
| 3 | 2 | 1 | 0 | Interest in further inquiry is stimulated |
| 3 | 2 | 1 | 0 | Principles of art applied |
| 3 | 2 | 1 | 0 | Mechanical make-up (paper, print, lettering, etc.), such as to avoid eye-strain |
| 3 | 2 | 1 | 0 | Based upon (<i>i.e.</i> , consideration of) interests of group for whom material is intended |
| 3 | 2 | 1 | 0 | Apparent purpose social welfare more than commercial profit |
| 3 | 2 | 1 | 0 | Individual growth or development provided through use of material |
| 3 | 2 | 1 | 0 | Gives knowledge of newer industrial products |
| 3 | 2 | 1 | 0 | Adaptability to different uses |
| 3 | 2 | 1 | 0 | Prepared by home economics college trained person |
| 3 | 2 | 1 | 0 | Prepared by trained expert with modern educational point of view |
| 3 | 2 | 1 | 0 | Prepared by scientifically trained person |

A LIST OF SOME ADVERTISING MATERIALS

On the following pages is a list of representative advertising material which has perhaps had rather general distribution, but in no way is it a complete list.

Please check the following advertising materials which you know and have used, according to your judgment of their value for educational use. Following each that you have not used place a zero (0). Please add the name and firm of any additional material which you have found especially helpful.

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
FOODS								
Washburn Crosby Co.								
Kernel of Wheat Chart								
Model Mill Chart.....								
Bread-Making Chart..								
Story of Wheat from								
Seed to Flour.....								
Making Better Bread								
Booklet								
Northwestern Yeast Co.								
How to Make Good								
Bread (chart).....								
Art of Making Bread..								
United Fruit Co.								
Food Value of the Ban-								
ana.....								
The Story of the Ban-								
ana.....								
James Burnett Co.								
The Story of Vanilla..								
McCormick & Co.								
Spices — Textbook for								
Teachers.....								
Hershey & Co.								
The Story of Chocolate								
and Cocoa.....								
Nutritive Value of								
Chocolate and Cocoa								
Royal Baking Powder Co.								
Making Biscuits.....								
Baking Powder Chart.								
Royal Baking Guide..								
P. B. Davis Baking Pow-								
der Co.								
Lesson Plans on Baking								
Powder, Batters &								
Doughs, Cakes,								
Frosting, Deep Fat								
Frying, etc.....								
Score Card for Baking								
Powder, Batters &								
Doughs.....								

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
FOODS (<i>continued</i>)								
Calumet Baking Powder Co.								
Twenty Lessons in Domestic Science...								
Mueller & Co.								
Exhibit — Macaroni, Spaghetti, etc.....								
Kellogg Co.								
Charts — Calcium and Iron.....								
Map of the Gifts of Nature to America....								
Rules for Meal Planning								
Postum Cereal Co.								
Food Chart.....								
Lesson Plans — Angel Cake, Sponge Cake, Pie.....								
Swans Down Cake Manual.....								
Perfect Chocolates of Your Own Making..								
Chocolate & Cocoa Exhibit (Bakers).....								
American Stove Co.								
Angel Food Cake — Time & Temperature Relationships of Ingredients.....								
Hills Bros. Co.								
The Romance of the Date and Its Value as Food.....								
Dates in the Health Diet.....								
Borden Co.								
Nutrition and Health..								
National Dairy Council								
The Path of the Go-pates.....								
Guide for Balanced Meal-Planning.....								
Chart — Milk Made the Difference.....								

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
FOODS (<i>continued</i>)								
Best Foods, Inc.								
When You Serve a Crowd.....								
A Monograph on Mar- garine.....								
Chart—Scientific Meal Planning.....								
California Fruit Grow- ers Exchange								
Wall-chart — Citrus Industry.....								
Story of California Or- anges and Lemons..								
Sunkist Bulletins in- cluding Dietetic Les- sons and Domestic Science Bulletins...								
National Canners Ass'n								
Nutritive Value of Canned Foods.....								
Vitamins in Canned Foods.....								
Scientific Research Ap- plied to the Canning Industry.....								
Knox Gelatine Co.								
Studies of Edible Gela- tine in the Industry.								
Household Refrigeration Bureau								
How to Use a Good Re- frigerator.....								
Journeys with Refrig- erator Foods.....								
Cold Is the Absence of Heat.....								
The Romance of Ice...								
Institute of Margarine Mfg.								
The Economics of Vit- amins.....								
Composition and Food Value of Margarine..								

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
FOODS (<i>continued</i>)								
Quaker Oats Co.								
What Science Says About Oats & Other Cereals.								
Grain Thru the Ages. . .								
Hob O' the Mill.								
National Live Stock and Meat Board								
Ten Lessons on Meat . .								
Meat charts (notebook size) — Veal, Pork, Lamb, Beef.								
Swift and Company								
How to Carve.								
American Meat Packers Ass'n								
The Use of Meat.								
Armour and Company								
Meat charts — Lamb, Pork, Veal, Beef.								
Food Source Map.								
Del Monte Company								
The Ripe Olive, How Grown and Prepared								
Joint Coffee Trade Pub- licity Committee								
Scientific Coffee Brew- ing.								
Northwestern Steel & Iron Works								
Recipes & Menus for National Pressure Cooker.								
National Confectioners Ass'n								
The New Knowledge of Candy.								
Kraft Cheese Company								
The Romance of Cheese								
Chrs. Hansen's Labora- tory, Inc.								
The Story of Cheese . .								
Recipe booklets from va- rious advertising firms .								

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
CLOTHING								
Leshner, Whitman Co.								
Story of Mohair								
Greist Manufacturing Co.								
Sewing Efficiency								
Diamond Dyes								
Color Craft								
Singer Sewing Machine Co.								
Sewing machine wall charts								
Manual of Family Sewing Machine and Their Attachments								
Sunset Dyes								
Decoration								
Butterick Publishing Co.								
Dressmaking with Aid of Patterns								
Chart — Principles of Measuring and Fitting								
Film — "Modern Cinderella"								
U. S. Rubber Co.								
The Romance of Rubber								
Selbert, Ltd.								
The Fur Book of Knowledge								
A. and J. Engel								
Your Furs and Their Care								
Koh-i-noor Snaps								
The Evolution of Dress Fastening Devices								
Laundry - Owners Nat'l. Ass'n								
The Conservation of Textiles								
Clark Thread Company								
Clark's O.N.T. Sewing Book								
Belding-Hemingway Co.								
Romantic Story of Silk								

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
CLOTHING (<i>continued</i>)								
Cheney Silk Company								
The Story of Silk								
Charts illustrating silk and silk manufactur- ing.								
Cheney Forecast.								
Viscose Company								
The Story of Rayon. . .								
Exhibit of Rayon Man- ufacture.								
Celanese Corp. of America								
The Miracle of Cela- nese.								
American Bemberg Corp.								
Chart — Similarity of Construction of Threads.								
A Charming Aristocrat								
Colgate and Co.								
Textiles.								
Chart — Fabrics, Source, Manufacture and Care.								
Display cut-out figures.								
Pacific Mills								
Exhibit — Manufac- ture of Cotton.								
Klearflax Linen Looms								
Exhibit — Manufac- ture of Linen.								
American Woolen Co.								
From Wool to Cloth. . .								
B. B. & R. Knight Corp.								
Fruit of the Loom (ed- ucational portfolio). .								
Cantilever Corporation								
The Foot Is the Foun- dation of Health. . . .								
Chart — Essentials of Well-Fitting Shoes. . .								
Ground Gripper Shoe Co.								
Charts — Foot Health Means Happiness. . . .								

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
CLOTHING (<i>continued</i>)								
Metropolitan Life Ins. Co.								
Shoe Hygiene								
Boot & Shoe Recorder Publishing Co.								
How Shoes Are Made . .								
American Leather Pro- ducers Co.								
Nothing Takes the Place of Leather . . .								
Holeproof Hosiery Co.								
Better Hosiery								
HOUSE AND ITS CARE								
Chase & Co. "Velmo"								
Mohair Velvet Exhibit.								
Armstrong Cork Co.								
Floors, Furniture and Color								
How to Lay and Care for Linoleum								
Bigelow-Hartford Carpet Co.								
Color and Design — Their Use in Home Decoration								
Hartford Saxony Rugs								
Some Modern Rugs . . .								
Whittall Rug Company								
Inside Facts about Whittall Rugs and Carpets								
Elms and Sellow								
Standish Fabrics								
The Decorative Possi- bilities of Cretonne . .								
Seranton Lace Company								
Window Draping								
Orinoka Mills Company								
Color Harmony in Window Drapes								

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
HOUSE AND ITS CARE (<i>continued</i>)								
Cotton-Textile Institute, Inc.								
What Length Sheets . . .								
Mohawk Valley Cotton Mills								
Restful Sleep								
Aluminum Goods Mfg. Co.								
From Clay to Cooking Utensils								
Holmes and Edwards								
Exhibit — Solid Silver; Where It Wears . . .								
International Silver Co.								
Silver, Its Develop- ment and Correct Usage								
The Spoon from Earli- est Times								
Bridal Silver and Wed- ding Customs								
Towle Silversmiths								
The Book of Solid Silver								
Wm. Filene & Sons Co.								
Clothing Budgets and How to Use Them . .								
National Cash Register Co.								
Home Budget Record .								
Metropolitan Life Ins. Co.								
Let Budget Help								
McCall's Magazine								
The Family Budget . .								
Woman's Home Com- panion								
Fifty Family Budgets .								
Procter and Gamble								
Housecleaning Hints . .								
Approved Methods of Laundering								
Chart — Manufacture and Use of Soap . . .								

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
HOUSE AND ITS CARE (<i>continued</i>)								
Colgate and Company Soap								
Family Wash.....								
Chart — Soap, Its Ori- gin, Manufacture and Use.....								
Exhibit — Soap Ingre- dients.....								
Film — “Laundering Fine Fabrics”.....								
Hurley Machine Co. (Thor)								
You and Your Laun- dry.....								
Rotary Irons.....								
Luther Ford Co. (Mrs. Stewart)								
Home Laundry Hints..								
Gas Companies								
Chart — How to Read Meter.....								
New York Edison Co. Understanding your Electric Servants...								
Hoover Company Making Small Electri- cal Repairs.....								
Carpets and Rugs.....								
Copper and Brass Re- search Ass'n								
Wiring and Rewiring to Modernize the Home.....								
Berry Brothers Making Home Home- like.....								
Sherwin, Williams Co. How Paints and Var- nishes Are Made....								
American Face Brick Ass'n								
The Home of Beauty..								

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
HOUSE AND ITS CARE (<i>continued</i>)								
Common Brick Manufac- turing Ass'n								
Your Next Home.....								
Celotex Company								
Year-Round Comfort and Fuel Saving for Every Home.....								
FAMILY AND ITS MEMBERS								
Postum Cereal Co.								
The School Lunch....								
Poster — Build Strong Teeth.....								
Metropolitan Life Ins. Co.								
First Aid in the Home.								
Care of the Teeth.....								
Sunlight, The Health Giver.....								
An Ounce of Preven- tion.....								
How to Be Happy and Well.....								
How to Live Long....								
The Child.....								
Feeding Your Baby...								
Johnson and Johnson								
Household Handbook.								
First Aid in the Home.								
National Dairy Council								
See Healthland First...								
Johnny Milk.....								
Poster — Milk Made the Difference.....								
Charts — Best Foods for Health.....								
Household Refrigeration Bureau								
Care of Child's Food in Home.....								
Colgate and Company								
The Dental Lesson....								
Clean Teeth Chart....								

NAME OF ADVERTISING FIRM AND BOOKLET OR MATERIAL DISTRIBUTED TO HOME ECONOMICS TEACHERS	MARK ZERO HERE IF HAVE NOT USED	CHECK HOW USED			CHECK YOUR JUDGMENT OF VALUE			
		By Stu- dent	With Class Proj- ect	By Teach- er	3 Of Much Value	2 Of Some Value	1 Of Little Value	0 Of No Value
FAMILY AND ITS MEMBERS (cont'd)								
California Fruit Growers Exchange								
Feeding the Child for Health.....								
Procter and Gamble								
Youth and Beauty, How to Keep Them.								
Cleanliness Institute								
The Animal Way.....								
After the Rain.....								
A Tale of Soap and Water.....								
Dennison Manufacturing Co.								
Dennison teaching helps on wax beads, paper costumes, nov- elties, etc.....								

III. STATE LAWS OR REGULATIONS GOVERNING PROPAGANDA

1. *California.* Political Code, 1672a. Bulletins spreading propaganda must not be distributed in public schools. No bulletin, circular, or other publication of any character, whose purpose is to spread propaganda, or to foster membership in, or subscriptions to the funds of, any organization not directly under the control of the school authorities, or to be used as the basis of study or recitation or to supplement the regular school studies, shall be distributed or suffered to be distributed or shown to the pupils of any public school, on the school premises during school hours or within one hour before the time of opening or within one hour after the time of closing of such school; nor shall pupils of the public schools be solicited by teachers or others to subscribe to the funds of, or work for, any organization not directly under the control of the school authorities; nor shall any instruction be given through lectures or other means, unless the material contained in such bulletin, circular, or publication, or the purpose of such subscription or instruction, has been approved by the state board of education or by the county board of education, or by the governing board of the school district in which the

school is situated. No prohibition of this section shall apply to bulletin or circulars concerning the meetings of their organizations issued by any parent-teacher associations or by any organization of parents formed for the purpose of coöperating with the school authorities in improving school conditions in the district.

2. *Delaware.* Minutes of Delaware State Board of Education. That no person who has not been selected by the State Board of Education or the Boards of Education of the Special Districts, or whose selection has not been approved by the said Board or Boards, shall be permitted to do work of any nature whatever in the public schools of the State, and that all persons such as are above referred to shall do such work as may be deemed desirable under the immediate direction of the educational authorities employed by the State Board of Education. The executive enforcement of these resolutions is vested in the state superintendent of public instruction.

3. *Louisiana.* "The law makes no reference to educational advertising material in the public schools of this state, but if you have reference to advertising by commercial concerns that have something to sell, the attitude of this office is to discourage such efforts when the purpose is to use the schools as agents for distributing the advertising material, or for making demonstrations. Nothing of this kind is permitted except upon the direct authority of the parish school officials."—T. H. Harris, State Superintendent.

4. *New York.* 421A. Advertisements. Any person, firm, corporation or association, or agent or employee thereof, hereinafter called person, who, being engaged in the business of dealing in any property, makes, publishes, disseminates, circulates or places before the public or causes, directly or indirectly, to be made, published, disseminated, circulated or placed before the public, in this State, any advertisement respecting any such property, in any newspaper, magazine or other publication, unless it is stated in any such advertisement that the advertiser is a dealer in such property or from the context of any such advertisement it plainly appears that such person is a dealer in such property so offered for sale in any such advertisement; or when placing or causing any such advertisement to appear in any newspaper, magazine or other publication as described in subdivision one of this section, if requested by the publisher of any such newspaper, magazine or other publication or any agent or representative thereof to file with such publisher, agent or representative thereof his true name, or where he is transacting business under a name other than the true name pursuant to law, then the name under which such business is transacted, and each business address wherein any business is transacted by him, in the class of property advertised or to be advertised for sale in such advertisement, shall make any false statement in relation to any of such items; or if requested by the publisher of any such newspaper, magazine or other publication or any agent or representative thereof to file with such publisher, agent or representative thereof a statement showing whether he is causing such advertisement to appear or is offering to make such sale or disposition or transaction,

as herein set forth, as principal or agent, and if as agent, to set forth such information as is specified in this subdivision, in relation to his principal as well as in relation to himself, shall make any false statement in relation to any of such items; is guilty of a misdemeanor.

Section 2. This act shall take effect September 1, 1929.

5. *Minnesota.* Minutes of Minnesota State Board of Education. A request was presented from the National Child Labor Committee asking that the Board allow its name to be used as indorsing the St. Paul Membership Campaign. The Board decided, as a matter of policy, that it was not its function to give indorsement to any enterprise whatsoever; that the Board was a body created for a particular purpose, and should confine itself to the function for which it was created. This decision has been used as a basis on which the department of education has consistently refused to indorse or participate in any propaganda movement.

6. *New Hampshire.* School Control. Regulation 14. To guide superintendents, the following regulations are hereby adopted:

1. State-wide plans which relate to instruction or organization of New Hampshire children in school attendance may be introduced only when these plans have the approval of the State Board of Education.

2. Local plans which relate to membership in external organizations or which require collections, contributions or pledges in any form may be introduced into the public schools only when they have the definite approval of school boards.

(Adopted October 15, 1919.)

7. *North Dakota.* House Bill No. 132. Be it enacted by the Legislative Assembly of the State of North Dakota—

Section 1. It shall be unlawful for any person, firm, or corporation to attempt to sell, advertise for sale, or secure orders for, any merchandise whatever; or to attempt to secure subscriptions for any magazine, newspaper or other periodical, or to obtain agents or solicitors for any such purpose, through the agency of any public school in this State, or to attempt, during school hours or at any time upon public school premises, to organize pupils of such school into clubs or contesting bodies for any such purpose. It shall also be unlawful for a teacher of any public school, and for any school officer, to promote or knowingly to permit any of the acts above mentioned by such means; provided, however, that his act shall not in any way affect or restrict the educational or extra-curricular activities of any school, or its participation in any movement for the public welfare or for any charitable purpose, if such activity or movement is not connected with and does not contribute to, any private business.

Section 2. Any teacher violating any provision of this Act shall be subject to dismissal by the school board, and any other person violating any such provision shall be subject to a fine of not more than One Hundred Dollars (\$100).

8. *Rhode Island.* Statutes of Rhode Island, Chapter 1230, Section 10. Excepting under authorization of the state board of education or rules and

regulations promulgated from time to time by the school committees of the several towns and cities, no teacher employed in any public school shall, for any purpose whatsoever, solicit, exact or receive from any pupil in any public school any contribution, or gift of money, or any article of value, or any pledge to contribute any money or article of value. Excepting the sale of school lunches under rules and regulations prescribed by the school committee of the town or city, no article shall be sold or offered for sale to public school pupils or teachers on any public school premises; nor shall any article be sold through the agency of pupils in the public schools. No teacher in any public school shall solicit or receive from his pupils subscriptions for any newspaper, periodical, or magazine, or act as agent directly or indirectly for the distribution of such publication in the public schools; nor shall any teacher in any public school, at any time other than during the regular summer vacation of the public schools, accept any fee or gift for the tutoring of any child regularly under his instruction; nor shall any person distribute through or in the public schools or to children on their way to or from school any circular, sample, package, coupon, ticket, or other similar advertising matter. This section shall not be construed to forbid requiring or accepting from a pupil a deposit of a reasonable amount of money as a guaranty for the return of school property other than the books and supplies required by Section 25 of Chapter 70 of the general laws to be loaned free of charge, provided that the school committee shall make suitable rules and regulations for the safekeeping and return of such deposits; nor shall it be construed to forbid the acquisition by pupils at reasonable prices of articles made in industrial, manual training, domestic arts, or other similar classes, under suitable rules and regulations adopted by the school committee.

9. *District of Columbia.* Section 7. 1. Subscriptions for papers, books, publications, and other articles and canvass for the sale of any article on school premises shall not be permitted at any time, except that authorized representatives of firms publishing regular school textbooks and periodicals may visit the offices of school officials (Chap. V).

Rule 87. All persons connected with the public schools are hereby forbidden to furnish any person or persons not connected with said schools or to those connected, except for school purposes, any list of pupils, teachers or other employees therein, or their addresses, unless by special permission of the board: *Provided*, however, that lists of the pupils in the graduation classes may be furnished by the superintendent to institutions of higher learning upon request.

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VITA

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Academic Training

She received her B.S. degree from the University of Wisconsin in 1913, and her M.A. degree from the University of California in 1916.

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